DOCUMENT RESUME

ED 291 417 JC 880 062

TITLE An Assessment of Career Planning and Placement in Virginia's State-Supported Institutions of Higher Education. A Report to the Council of Higher Education and Virginia's State-Supported Institutions of Higher Education.
INSTITUTION Virginia State Council of Higher Education, Richmond.
PUB DATE Dec 87
NOTE 233p.; Report submitted by the Task Force on Career Planning and Placement.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Career Guidance; *Career Planning; Community Colleges; *Counseling Effectiveness; Higher Education; *Job Placement; Program Effectiveness; Self Evaluation (Groups); *State Colleges; State Surveys; State Universities; *Student Personnel Services; Two Year Colleges
IDENTIFIERS *Virginia

ABSTRACT

A task force was appointed by the Virginia Council of Higher Education to assess the quality of undergraduate career planning and placement and to make recommendations for the improvement of these services and activities. The report of the task force is divided into four chapters. Chapter 1 presents a short overview of Virginia's career planning and placement activities and their development. Chapter 2 summarizes and analyzes data on undergraduate career planning and placement activities in Virginia, including enrollment data, information on available programs and services, a profile of key personnel and professional staff, and budget information. Chapter 3 introduces a series of statewide issues which pertain to undergraduate career planning and placement services. This chapter also makes seven recommendations, of which the first two concern the programs and services all postsecondary institutions should provide (e.g., assessment aids, career resource materials, individual and group counseling, follow-up studies of graduates, and job listings/postings); services the institutions should seriously consider providing (e.g., services provided by alumni, experiential or cooperative education, career days, and computerized career information). The other recommendations concern policy statements on purpose and objectives; integration of services and information dissemination; evaluation; and follow-up procedures. Chapter 4 presents summaries of self-studies conducted by the institutions at the request of the task force and the findings of task force site visits. This chapter also includes institution-specific recommendations which go beyond those contained in chapter 3 in their focus on enhancing or augmenting basic services. (UCM)

ED291417

AN ASSESSMENT OF CAREER PLANNING AND PLACEMENT IN VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

A Report to the
Council of Higher Education and
Virginia's State-Supported
Institutions of Higher Education

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

A. McCARTAN

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

by the Task Force on
Career Planning and Placement
December 1987

JC 880062

BEST COPY AVAILABLE

AN ASSESSMENT OF CAREER PLANNING AND PLACEMENT IN VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

A Report to the Council of Higher Education and
Virginia's State-Supported Institutions of Higher Education

by

The Task Force on Career Planning and Placement

Members of the Task Force on Career Planning and Placement

Dr. Robert Greene
    Provost, Downtown Campus
    J. Sargeant Reynolds Community College
Ms. Dinah Griggsby
    Chief, Recruiting Services Section
    United States General Accounting Office
Dr. Gary Hammer
    Professor of Chemistry
    Christopher Newport College
Dr. James H. Malone
    Director, University Placement Services
    Virginia Polytechnic Institute and State University
Mr. Thomas A. Nardi
    Director, Career Planning and Placement
    James Madison University
Dr. Melvin D. Schiavelli (Co-chair)
    Provost
    The College of William and Mary
Dr. Lawrence A. Simpson
    University Director
    Office of Career Planning and Placement
    University of Virginia
Dr. Kathleen F. Slevin (Co-chair)
    Associate Provost
    The College of William and Mary
Mr. David Steinhauer
    Assistant Professor of Drafting
    Tidewater Community College
Dr. Carolyn Wells
    Professor of Biology
    Longwood College
Mr. James H. Wheaton
    AT&T International
Dr. Elaine P. Witty
    Dean, School of Education
    Norfolk State University
Ms. Jean Yerian
    Director, Career Planning & Placement
    Virginia Commonwealth University
Dr. Jonathan Yoder
    Division Chairman
    Communications and Performing Arts
    Northern Virginia Community College

EXECUTIVE SUMMARY

The Council of Higher Education, in fulfilling its responsibility to coordinate an effective and efficient system of higher education in Virginia, reviews programs in the state-supported institutions of higher education to ensure that they are productive and economical. Concurrently, the Commonwealth Program Budgeting System charges all state agencies, including higher education institutions, with responsibility for evaluating their activities to ensure that State funds are producing promised results.

In extending its productivity reviews to include an assessment of the quality of, and need for, selected programs or functions, the Council recognizes that Virginia's institutions are the primary guarantors of the quality of their activities. In initiating a process for quality assessment, the Council has built upon a tradition of shared responsibility for quality assurance and upon existing evaluation practices. Individual institutions continue to have the principal responsibility for program accreditation and campus-level program review and evaluation. The Council focuses on broad-scale program or function evaluations within a system-wide context.

A Task Force on Undergraduate Career Planning and Placement was appointed by the Council of Higher Education, acting in consultation with its Instructional Programs Advisory Committee.

This task force was composed of faculty, administrators, and representatives from business and government. It was charged with assessing the quality of undergraduate career planning and placement and with making recommendations for improvement of these services and activities.

The assessments made by the task force in discharging its responsibilities were based in large measure upon information provided by the institutional self-studies which followed guidelines developed by the task force. Site visits also were conducted by 2 - 5 member teams from the task force in order to obtain additional information. The task force wishes to express its appreciation for the support and hospitality provided by each institution and the dedicated efforts of the institutional self-study committees.

The report of the task force is divided into four chapters. Chapter 1 presents a brief overview of career planning and placement activities and their development. Chapter 2 summarizes and analyzes data on undergraduate career planning and placement activities in the Commonwealth. Chapter 3 introduces a series of statewide issues which pertain to undergraduate career planning and placement services and proposes the following recommendations for program improvement:

1. That all public institutions of higher education in Virginia provide the following activities, programs and services: assessment aids; career resource materials; counseling, both individual and group; follow-up studies of graduates; job listings or postings; job-search workshops and services; and post-baccalaureate study information or transfer information assistance.

2. That all public institutions of higher education give serious consideration to implementing the following activities, programs and services: services provided by alumni; experiential or cooperative education; computerized career information; on-campus job interviews; career days; career-related courses for credit; and credential file services.

3. That all two- and four-year public institutions develop an institution-wide statement of purposes and objectives for undergraduate career planning and placement.

4. That all public colleges and universities identify at least one person whose primary responsibility is to oversee career planning and placement activities, programs and services.

5. That all public institutions of higher education instruct those persons responsible for career planning and placement to develop, within the context of the institution-wide goals, a statement of purposes and objectives for their activities, programs and services. These statements should be regularly revised.

6. That each of Virginia's public institutions of higher education ensure that faculty and other advisors are made aware of available career resources on campus. Institutions should provide programs to keep faculty and other advisors informed of current career information and resources.

7. That all public institutions of higher education initiate regular evaluation of their undergraduate career planning and placement activities, programs and services, and conduct alumni follow-up studies.

Chapter 4 summarizes each institutional self-study and the findings of task force site visits. These chapters are followed by appendices. The first appendix presents the instructions sent to the institutions on how to complete the self-studies. The second appendix presents the abbreviations of the institutional names used throughout the report. Appendix 3 includes institutional reactions to the task force report.

The task force recognizes that the conditions portrayed by the description of program activities and the summaries of the institutional self-studies and site visits represent only a snapshot of an ongoing process. Changes have been made since the self-studies were submitted to the task force. Nevertheless, the task force believes that the information presented is accurate as a picture drawn from data presented by the institutions for the 1984-85 academic year and from task force site visits conducted during the 1986 calendar year.

Chapter 1

INTRODUCTION

There is a major difference between this report and those completed by prior Council of Higher Education task forces. This study is the first to examine activities which traditionally are considered part of student services. Previous task forces studied academic disciplines, with the exception of the Task Force on Remedial Education. The current task force was charged with reviewing undergraduate career planning and placement activities in a state-wide system of higher education which contains, on the one hand, colleges which serve remote rural populations and, on the other hand, larger urban institutions which cater to a cosmopolitan student body. Because of the unique nature of the assignment, the task force elected, unlike prior State Council task forces, to visit all thirty-nine institutions in the Commonwealth's system of higher education.

As currently organized in Virginia's state-supported colleges and universities, career planning and placement functions are not part of academic programs. They cannot be evaluated, therefore, in terms of credit hours generated, cost per credit hour, degrees granted, or quality of applicants. Data about F.T.E. (full time equivalent) students are not useful in understanding an enterprise which must, for the most part, serve students individually. None of the traditional indices apply, and useful guidelines were difficult to find. However, the task force did consult "Standards and Guidelines for Career Planning and Placement" from the Council for the Advancement of Standards for Student Services/Development Programs (CAS).

In examining undergraduate career planning and placement programs, services and activities, the task force was apprised that formal emphasis on career planning and placement is a relatively new phenomenon in institutions of higher education and that programs differ widely from institution to institution. This variation is caused by several factors, including institutional mission (most notably in community colleges) and the history of career planning and placement at each institution. Sometimes marked variations are based on the peculiar qualities or aspirations of individuals who happen to have been engaged in career planning and placement activities at an institution during the years in which these activities became established.

The task force found it noteworthy that our institutions are staffed by faculty members and administrators who attended college before comparable specialized and professional services became available. Indeed, the task force itself was comprised of a majority of persons who were not professionals in the field and did not have access themselves to such services while students. Additionally, institutional self-study committees were often composed of persons who, prior to serving on the committee, had little knowledge about the issues under study. Most were impressed by the scope of services in career planning and placement in their own institutions and throughout the Commonwealth's institutions of higher education.

In a general sense, career planning and placement involves services offered to a student, usually at no direct cost to the student, which are designed to help the recipient explore and pursue educational and career options. At Virginia's four-year institutions, a staff of professionals is employed to provide these services. At Virginia's two-year colleges the responsibility for career planning and placement is often not easily identified with specific offices or staff members. This created a considerable problem for the task force in its assessment. In many two-year colleges the status of career planning and placement was tenuous or responsibilities were so diffuse that usable data were not available to the task force.

At all institutions, faculty members engage sometimes in providing a variety of career planning and placement advice and service. They do so with varying degrees of knowledge and expertise. At some institutions, administrative staff, including the president, see this activity as part of their responsibility.

It is clear to the task force that career planning and placement is now an established part of most of Virginia's universities and colleges. Today, students routinely seek professional assistance in exploring and pursuing career options. A brief review of the history of career planning and placement as a specialized function provides the context for the analyses contained in the remainder of this report.

Historical Context

In the United States, colleges and universities organized formal placement programs (often called Appointments Bureaus) in the years immediately following World War I. The depression years of the 1930's provided a major stimulus for further development of career planning and placement. The advent of the United States Employment Service (1933) and the career information it published, along with the rapid development and use of vocational assessment instruments, led to increased career guidance programming in colleges and universities. Professional placement associations were formed during the era, including the Eastern College Personnel Officers Association (1926), the forerunner of the

College Placement Council -- the current national professional career planning and placement association.

However, it was not until the post-World War II years of significantly higher student enrollment and rapid industrial development that placement offices in higher education became commonplace. From this time until the 1960's, the primary focus was on-campus recruitment. National employers developed college relations and recruiting staffs and typically interviewed students enrolled in the academic disciplines of engineering, business administration, education, and the physical sciences.

During the past twenty years, placement offices have changed rapidly. Pressures within higher education to maintain enrollment levels, shifts in the labor market (including the entry of women and minorities into occupations previously restricted to white males), and growing student emphasis on jobs and careers have been major factors affecting that change. The changing demography of American higher education has contributed also to changes in placement offices. For example, from 1960 to 1980, the number of students earning bachelor's degrees more than doubled to nearly one million.[1] Among these students, women and minorities are represented in numbers unparalleled in previous decades. The diversification of American higher education inadvertently helped force colleges and universities to create more formal structures to assist growing numbers of students address career planning and placement issues. The growth has been affected also by the fact that in the past decade student interest in career-specific majors has increased significantly. Changes in student values have forced universities and colleges to offer majors and programs which address this demand. The American Council of Education's national study[2] of the changing values of the American freshman over a twenty-year period (1966 to 1985) reveals that, over the past 15 years, student endorsement of "being very well-off financially" as an important life goal has increased dramatically from about 40 percent to more than 70 percent of entering freshmen. Students today tend to be more concerned with money, power and status. Education and jobs are seen by students as vehicles to attain those goals.

---

[1] Career Movement and Management Facts (CAM Report, 1984) 8.3.

Most placement offices now have become "career planning and placement centers" and engage in a variety of functions beyond management of the on-campus job interview service. The contemporary focus has been on the development of programs designed to teach students how to formulate educational and career plans through self-assessment of values, interests, and skills and through active exploration of career options. This approach focuses upon each student and the life-long nature of the career development process.

---

[2] Alexander Astin et al, The American Freshman: Twenty Year Trends, 1966-85 (Los Angeles: Higher Education Research Institute, University of California, Los Angeles, Cooperative Institutional Research Program, American Council of Education, 1987) 23.

There is considerable diversity among Virginia's public institutions of higher education in programs, services and activities designed to address student career planning and placement needs. Programs range from a "bare-bones" approach to those that are highly sophisticated. College and university officials differ greatly in their knowledge of and support for such services. For example, several presidents actively support these services, while others are indifferent to career planning and placement issues.

Whatever the current status of programs, the task force thinks that institutions of higher education will be forced increasingly to provide services of higher quality in career planning and placement. A growing national emphasis on institutional accountability and student assessment, including student outcomes, will create more emphasis on career planning and placement programs, services and activities. As this shift occurs, however, it will require institutions of higher education to reexamine the role of career planning and placement.

The task force sees a need to better integrate services and programs. Many of the Commonwealth's public colleges and universities have a limited vision of what career planning and placement is and what it can do. Career planning, and later placement, should be integrated into academic programs and student services in order to help students understand the relationships between curricula and life experiences.

Chapter 2

DESCRIPTION OF ACTIVITIES, PERSONNEL, AND COSTS OF CAREER PLANNING AND PLACEMENT IN VIRGINIA

Introduction

The initial objective of the task force was to collect information from every college and university about their career planning and placement activities for undergraduates. Each institution submitted a detailed self-study (see Appendix 1) describing its objectives, programs, strengths, and weaknesses. The self-studies provided the task force a snapshot of the career planning and placement activities during 1984-85. In addition, the task force conducted site visits to all 39 colleges and universities during 1986.

This chapter summarizes and analyzes the information and data from institutional self-studies. In reviewing the self- studies, the task force found great inconsistency in the way that information was collected and reported. Whenever possible, the data were verified from other sources and augmented by information from the statewide database of the Council of Higher Education. However, the lack of consistent and reliable data means that the task force is unable to present certain types of information it would have liked to include in the report.

Enrollment Data

Table 1 presents data on the numbers of full- and part-time undergraduate students at Virginia's 39 colleges and universities. With a range from under 400 students at the smallest community college to over 18,000 at the largest four-year institution, it is not surprising that institutions have chosen very different ways to assist students with their career planning and placement needs. Figures presented in Table 1 should be considered when reviewing the remaining tables in this chapter.

TABLE 1

UNDERGRADUATE ENROLLMENT STATISTICS AT VIRGINIA PUBLIC INSTITUTIONS
FALL 1984

Institution	Full-Time Undergraduate	Part-Time Undergraduate	Headcount Undergraduate	FTE Undergraduate
CNC	1,954	2,321	4,275	2,612
CVC	709	482	1,491	841
GMU	7,358	4,814	12,172	8,529
JMU	7,981	757	8,738	8,825
LC	2,477	89	2,566	2,718
MWC	2,438	444	2,882	2,603
NSU	5,724	1,050	6,774	6,274
ODU	9,224	3,274	12,498	10,400
RU	5,456	322	5,778	5,728
UVA	10,778	184	10,962	11,764
VCU	9,150	4,534	13,684	11,045
VMI	1,338	0	1,338	1,564
VPI	17,556	471	18,027	18,446
VSU	3,140	508	3,648	3,508
W&M	4,686	110	4,796	4,922
RBC	501	456	957	639
BRCC	595	1,422	2,017	1,004
CVCC	843	2,723	3,566	1,233
DLCC	455	769	1,214	622
DCC	847	1,166	2,103	1,088
ESCC	130	253	383	160
GCC	381	1,377	1,758	796
JSRCC	2,291	6,899	9,190	3,790
JTCC	890	3,014	3,904	1,807
LFCC	426	1,253	1,679	791
MECC	794	1,710	2,504	1,238
NRCC	851	1,895	2,746	1,380
NVCC	6,873	25,181	32,054	14,516
PDCC	357	797	1,154	577
PHCC	385	1,215	1,600	732
PVCC	686	2,958	3,644	1,386
RCC	342	979	1,321	627
SVCC	464	1,006	1,470	816
SWCC	1,188	2,332	3,520	1,840
TCC	3,902	11,074	14,976	7,894
TNCC	1,678	4,473	6,151	3,152
VHCC	790	808	1,598	989
VWCC	1,511	4,212	5,723	2,681
WCC	705	879	1,585	838

Sources: SCHEV Student Data Module, Fall 1984
SCHEV B2/B3 Enrollment Report, Fall 1984

Available Programs and Services

Tables 2 and 3 present the array and availability of career programs and services at Virginia's public institutions. These tables were developed from information in self-study reports that was verified by site visits. Each program and service is described briefly below:

- **Assessment aids**: Assessment aids are various instruments that help students analyze their interests, aptitudes, skills, values and personal characteristics in order to make informed career decisions. Aids range from paper-and-pencil tests to sophisticated computer programs. Some assessment aids can be interpreted by students; others require consultation with a counselor. Every college and university makes assessment aids available to students.

- **Career resource materials**: Career resource materials include occupational data, information on job market trends and career guidance systems such as Virginia VIEW. This collection of resources may be housed in the library or in a career resource center. All but three colleges and universities have a significant collection of career resources materials.

TABLE 2
CAREER PROGRAMS AND SERVICES AVAILABLE IN VIRGINIA'S PUBLIC FOUR-YEAR INSTITUTIONS 1984-85

INSTITUTION	ASSESSMENT AIDS	CAREER RESOURCE MATERIALS	COUNSELING (INDIVIDUAL & GROUP)	FOLLOW-UP STUDY OF GRADUATES	JOB LISTING OR POSTING	JOB SEARCH WORKSHOPS AND SERVICES	POST-BACCALAUREATE STUDY INFO	SERVICES PROVIDED BY ALUMNI	EXPERIENTIAL OR COOP EDUCATION	COMPUTERIZED CAREER INFO	ON-CAMPUS JOB INTERVIEWS	CAREER DAY(S)	CAREER RELATED COURSES FOR CREDIT	CREDENTIAL FILE SERVICE
CNC	○	○	○	●	○	○	◒	◒	◒	●	○	◒	◒	◒
CVC	◒	◒	◒	○	◒	◒	●	●	◒	●	◒	○	●	○
GMU	○	○	○	○	○	○	○	○	○	●	○	○	●	○
JMU	○	○	○	○	○	○	○	●	○	●	○	○	●	○
LC	○	○	○	○	○	○	○	○	◒	○	○	○	○	○
MWC	○	○	○	◒	○	○	○	○	○	○	○	○	●	○
NSU	○	◒	○	○	○	○	○	○	○	●	○	●	○	○
ODU	○	○	○	●	○	○	◒	○	○	○	○	○	○	○
RU	○	○	○	○	○	○	○	●	◒	●	○	○	●	○
UVA	○	○	○	◒	○	○	○	○	○	○	○	○	○	○
VCU	○	○	○	○	○	○	○	○	○	○	○	○	○	○
VMI	○	○	○	○	○	○	○	○	●	○	○	○	◒	○
VPI	○	○	○	○	○	○	○	●	○	○	○	○	●	○
VSU	○	○	○	◒	○	○	◒	○	○	●	○	○	●	○
W&M	○	○	○	○	○	○	○	○	○	○	○	○	●	○

○ AVAILABLE ◒ LIMITED IN SCOPE OR FREQUENCY ● NOT AVAILABLE

TABLE 3

CAREER PROGRAMS AND SERVICES AVAILABLE IN VIRGINIA'S PUBLIC TWO-YEAR INSTITUTIONS 1984-85

INSTITUTION	ASSESSMENT AIDS	CAREER RESOURCE MATERIALS	COUNSELING INDIVIDUAL & GROUP	FOLLOW-UP STUDY OF GRADUATES	JOB LISTING OR POSTING	JOB SEARCH WORKSHOPS AND SERVICES	TRANSFER ASSISTANCE	SERVICES PROVIDED BY ALUMNI	EXPERIENTIAL OR COOP EDUCATION	COMPUTERIZED CAREER INFO	ON-CAMPUS JOB INTERVIEWS	CAREER DAY(S)	CAREER RELATED COURSES FOR CREDIT	CREDENTIAL FILE SERVICE
ABC	○	○	○	●	○	●	○	●	●	●	●	●	●	●
BRCC	○	○	○	○	○	○	○	●	◒	●	◒	●	○	○
CVCC	○	○	○	○	○	○	○	●	◒	●	◒	○	○	◒
DLCC	○	○	○	◒	○	○	○	●	◒	○	○	○	○	○
DCC	○	○	○	●	○	○	○	●	○	●	◒	○	○	○
ESCC	○	◒	○	○	●	○	◒	●	◒	●	○	◒	●	●
GCC	○	○	○	●	○	○	○	●	○	○	○	○	○	●
JSRCC	○	○	○	○	○	○	○	●	●	●	◒	○	○	○
JTCC	○	○	○	○	○	○	◒	●	○	○	○	◒	○	●
LFCC	○	○	○	○	○	○	○	●	●	○	◒	○	●	◒
MECC	○	○	○	○	●	○	○	●	○	○	○	○	●	○
NRCC	○	○	○	○	○	○	●	○	○	○	○	○	○	○
NVCC	○	○	○	○	○	○	○	●	○	●	○	○	○	●
PHCC	○	○	○	○	○	○	○	●	●	○	○	○	○	●
PDCCC	○	○	○	●	○	○	○	●	○	●	○	○	○	○
PVCC	○	○	○	○	○	○	○	◒	○	○	◒	○	○	○
RCC	○	○	○	●	○	○	○	●	●	●	○	○	○	○
SSVCC	○	○	○	○	○	○	○	○	◒	○	◒	○	○	◒
SWVCC	○	○	○	◒	○	○	○	●	○	●	●	○	○	●
TNCC	○	○	○	○	○	○	○	●	○	○	○	○	○	○
TCC	○	○	○	○	○	○	○	●	○	○	○	○	○	○
VHCC	○	○	○	○	○	○	○	◒	○	●	○	○	●	○
VWCC	○	○	○	○	○	○	◒	●	◒	○	◒	○	○	○
WCC	○	○	○	○	○	○	◒	●	○	●	◒	●	●	●

○ AVAILABLE ◒ LIMITED IN SCOPE OR FREQUENCY ● NOT AVAILABLE

- **Counseling--individual and group:** Career counseling is provided by professionals to students on a one-to-one basis and in groups. Sessions cover individual concerns as well as provide information on occupations, careers, life/career planning, career decision making and assistance for special interest groups such as liberal arts majors, returning adults, women, and minorities. All Virginia colleges and universities offer individual counseling and most offer group counseling to students.

- **Follow-up studies of graduates:** Follow-up studies help colleges learn about what happens to their graduates. Typically, follow-up studies are surveys sent to students, graduates, other former students, and employers in order to discover where students located employment, what kinds of occupations and positions they entered, whether they chose to enter graduate or professional school, and salary information. Over half the colleges conduct regular follow-up studies, several others have done so only on a limited basis, and seven colleges have not conducted such a study.

- **Job listings or postings:** Colleges provide information on job openings to students through postings on bulletin boards, notebooks, newsletters and flyers. All except two colleges have job listings or postings.

- **Job-search workshops and services:** Job-search workshops and services assist students in preparing to enter the job market or to change jobs. Usually conducted in group settings, workshops cover such topics as "Resume Preparation," "Effective Job Interviews," and "The Job Search." All colleges but one provide this service to students.

- **Post-baccalaureate study information (four-year institutions)/ Transfer information assistance (two-year colleges):** Colleges assist students in deciding about further education (transfer, professional, and graduate-level programs of study) through special advising and workshops, resource materials, and hosting graduate-school recruiters on campus. All four-year colleges but one provide this service to their undergraduates. Most two-year colleges offer special assistance to potential transfer students.

- **Services provided by alumni:** Examples of services provided by alumni include regional job search clubs, alumni informational interviewing networks, and alumni returning to campus as speakers. Four four-year colleges report no organized effort to involve alumni in providing services to undergraduates; only four two-year colleges claim to provide this service.

- **Experiential or cooperative education**: Experiential educational opportunities allow students to integrate classroom learning with work experience. These are called internships, externships, clinical experiences, cooperative education and career-related employment. Some are administered by the career planning and placement office while some are within academic departments. Sometimes colleges have separate cooperative education offices. All four-year colleges but one have some form of experiential education. Five two-year colleges have no programs and six have programs that are limited in scope.

- **Computerized career information**: There are several sophisticated computer-based interactive career information and guidance systems available, for example SIGI (from E.T.S.) and DISCOVER (from A.C.T.). These systems, along with telecommunications systems and other software packages, are designed to expedite and enhance career advising and the job-search process. They present cost-effective ways of serving large numbers of students.

Students can use these systems independently or seek the assistance of a career planning professional. These systems are available at about half the colleges and universities.

- **On-campus job interviews:** Many employers are interested in visiting college and university campuses in order to interview prospective employees. Employers may be local, state, national or international. All four-year colleges and twelve two-year colleges report at least an annual interview program. A majority of two-year colleges report either no on-campus interviews by employers or a limited interview program.

- **Career days:** This activity takes different forms. It may be a job fair, with recruiters coming to campus to share information about their organizations with students. It may take the form of a career forum in which persons employed in various fields talk to students about their careers. Four colleges have no type of career day; three others have only limited activity.

- **Career-related courses for credit:** Career-related courses are designed to help students explore educational and career options within an academic context. They allow students to study the literature and to conduct research about a topic of personal interest. Such courses may be taught by the career planning and placement staff or through individual departments or schools. Only five four-year colleges offer these courses, and all but six two-year colleges offer them.

- **Credential file services:** Credential files include student transcripts, letters of recommendation, a resume and other pertinent materials. Students in certain majors (e.g., education and human services) are required or encouraged to establish credential files. In general, credential files are maintained, reproduced and forwarded to prospective employers by career planning and placement offices upon request. Credential file services are available at all four-year colleges, ay thirteen two-year colleges, and on a limited basis at three other two-year colleges.

Key Personnel

Table 4 presents a profile of key personnel in career planning and placement at four-year institutions during 1984-85. Included are the title, highest degree attained, sex, and race of the person(s) chiefly responsible for career planning and placement.

At ten institutions, one person (and that person's staff) has responsibility for both career planning and placement. At four other institutions, one person has responsibility for career planning and another for placement.

The majority of key personnel (72 percent) hold the master's degree; four (22 percent) hold the doctorate. Among the key personnel are seven females (39 percent of total) and three blacks (17 percent of total). All career offices at predominately white institutions are headed by whites, and the converse is true for the historically black institutions.

Although not included in the table, the average salary for directors was $32,000, with a range for full-time directors from $22,000 to $47,000.

TABLE 4

FOUR-YEAR INSTITUTION PROFILE

KEY PERSONNEL, CAREER PLANNING & PLACEMENT

Institution	Title	Highest Degree	Sex	Race
CNC	Director, Employer Relations	M.A.	F	W
CVC	Acting Dir., CPP (Part-time)	M.S.	M	W
GMU	Director of Career Services	M.A.	F	W
JMU	Director, CPP	M.Ed.	M	W
LC	Director, CPP	M.Ed.	F	W
MWC	Director, Career Placement Off.	Cert.	F	W
MWC	Asst. Dean, Career Advisement	M.S.W.	F	W
NSU	Director of Placement	M.A.	M	B
NSU	Director of Counseling	Ph.D.	M	B
ODU	Director, CPP Center	M.A.	M	W
RU	Director of CPP	M.A.	M	W
UVA	University Director, Office of CPP	Ph.D.	M	W
VCU	Director, CPP	M.A.	F	W
VMI	Asst. Dir. Cdt Affairs & Placement and Career Development Officer	M.Ed.	M	W
VPI	Director, Univ. Placement Services	Ed.D.	M	W
VSU	Director, CPP	Ed.D	M	B
W&M	Director, Off. of Career Planning	M.A.	F	W
W&M	Director, Off. of Placement	M.Ed.	M	W
	Totals	4 Doctorate 13 Masters 1 Certificate	11 M 7 F	15 W 3 B

*Estimated

Source: Institutional Self-Studies

Unfortunately, comparison data cannot be reported for two-year colleges. On many campuses, the responsibility for career-related services is shared by several individuals. This resulted in colleges reporting personnel data in many different ways. Some listed all persons who provide career-related services but did not identify how much time they spend on these activities; others did not specify who had principal responsibility for career services; still others listed all their career-related personnel and reported data on salaries, sex, race and highest degrees in the aggregate. A majority of those identified have the title of "counselor" rather than director of career planning or placement, as was the case with four-year colleges. Nevertheless, of those who did report comparable data in their self-study reports (18 out of 24), 14 percent have doctoral degrees, 78 percent hold the master's degree, six percent have a bachelor's degree, and one person has an associate degree. The majority of key personnel are female (61 percent), and five key personnel (14 percent) are black.

Professional Staff

Tables 5 and 6 present data on the numbers and sex of all persons assigned to career-related responsibilities. Determining just who is involved with career services was often a difficult task in developing this table. For instance, a self-study report might list someone as a career counselor, but later refer to career services as only one of the person's duties. In other cases, the colleges reported personnel statistics in the aggregate, and it was up to the task force to decipher who among the total was female, male, full-time, and part-time.

As shown in **Table 5**, a total of 71 persons (60 full-time, 11 part-time) are assigned to career services at four-year institutions. The full-time professional staff equivalent is slightly over 65. Of the full- and part-time personnel, a majority (58 percent of the full-time and 82 percent of the part-time) are female. This is in contrast to the figures in **Table 4**, which show the majority of directors (63 percent) to be male.

TABLE 5

FOUR-YEAR INSTITUTIONS

PROFESSIONAL STAFF IN CAREER PLANNING AND PLACEMENT 1984-85

	Full-Time			Part-Time*				
Institution	Total Full-Time	Male	Female	Total Part-Time	Male	Female	Total FTE Professional Staff	Undergrad. Headcount
CNC	3	1	2	0	0	0	3.00	4,275
CVC	0	0	0	1	1	0	0.15	1,491
GMU	6	0	6	3	0	3	7.50	12,172
JMU	4	2	2	0	0	0	4.00	8,738
LC	2	0	2	1	0	1	2.25	2,566
MWC	2	0	2	0	0	0	2.00	2,882
NSU	8	6	2	0	0	0	8.00	6,774
ODU	5	2	3	0	0	0	5.00	12,498
RU	2	1	1	0	0	0	2.00	5,778
UVA	7	5	2	4	1	3	9.00	10,962
VCU	5	1	4	1	0	1	5.50	13,684
VMI	1	1	0	0	0	0	1.00	1,338
VPI	9	4	5	0	0	0	9.00	18,027
VSU	3	0	3	0	0	0	3.00	3,648
W&M	3	2	1	1	0	1	3.75	4,796
Total	60	25	35	11	2	9	65.15	109,629

*Part-time indicates that personnel were assigned to Career Planning and Placement duties on a part-time basis, and not necessarily employed by the institution on a part-time basis.

Source: Staff: Institutional Self-studies
Headcount: SCHEV B2/B3 Enrollment Report 1984

The two-year institutions, as shown in Table 6, employ a total of 68 persons (4[illegible] full-time equivalent). Unlike their counterparts in four-year institutions, the majority of these personnel are assigned only part-time to career services. Eleven females constitute [illegible] percent of the personnel assigned full-time; 29 females ([illegible] percent of part-time employees) and 18 males (38 percent) have [illegible] duties as only part of their assignment.

TABLE 6

TWO-YEAR INSTITUTIONS

PROFESSIONAL STAFF IN CAREER PLANNING AND PLACEMENT 1984-85

	Full-Time			Part-Time*				
Institution	Total Full-Time	Male	Female	Total Part-time	Male	Female	Total FTE Professional Staff	Undergrad. Headcount
RBC	0	0	0	1	1	0	0.25	957
BRCC	3	2	1	0	0	0	3.00	2,017
CVCC	0	0	0	1	1	0	0.50	3,566
DSLCC	1	0	1	1	1	0	1.75	1,214
DCC	1	1	0	0	0	0	1.00	2,103
ESCC	0	0	0	1	1	0	0.40	383
GCC	0	0	0	3	1	2	1.50	1,758
JSRCC	2	0	2	0	0	0	2.00	9,190
JTCC	0	0	0	3	0	3	1.25	3,904
LFCC	0	0	0	2	1	1	1.00	1,679
MECC	0	0	0	4	0	4	1.60	2,504
NRCC	1	1	0	1	0	1	1.50	2,746
NVCC	0	0	0	6	1	5	3.25	32,054
PDCCC	0	0	0	1	0	1	0.50	1,154
PHCC	1	0	1	1	1	0	1.25	1,600
PVCC	0	0	0	2	1	1	1.00	3,644
RCC	0	0	0	5	1	4	1.25	1,321
SVCC	0	0	0	2	1	1	0.50	1,470
SWVCC	0	0	0	2	2	0	1.00	3,520
TCC	9	3	6	9	4	5	13.50	14,976
TNCC	1	1	0	1	0	1	1.50	6,151
VHCC	0	0	0	1	1	0	0.63	1,598
VWCC	1	1	0	0	0	0	1.00	5,723
WCC	1	1	0	0	0	0	1.00	1,585
Total	21	10	11	47	18	29	42.13	106,817

*Part-time indicates that personnel were assigned to Career Planning and Placement duties on a part-time basis, and not necessarily employed by the institution on a part-time basis.

Source: Staff: Institutional Self-Studies
Headcount: SCHEV B2/B3 Enrollment Report 1984

Highest Degrees Held

Tables 7 and 8 present the distribution of highest academic degrees held by all professional staff (this includes the "key personnel" described in Table 4). In four-year institutions (Table 7), nine hold the baccalaureate as their highest degree, 51 hold the masters, and 10 hold the doctorate. The distribution of degrees in the two-year colleges (Table 8), is similar: Three persons hold the baccalaureate, 54 hold the master's, and 11 hold the doctorate.

TABLE 7

FOUR-YEAR INSTITUTIONS

HIGHEST DEGREES HELD BY PROFESSIONAL CAREER PLANNING AND PLACEMENT STAFF, 1984-85*

Institution	Bachelor	Master's	Doctoral
CNC	--	3	--
CVC	--	1	--
GMU	1	8	--
JMU	--	4	--
LC	--	1	2
MWC	--	1	--
NSU	--	6	2
ODU	--	5	--
RU	--	2	--
UVA	1	7	3
VCU	3	3	--
VMI	--	1	--
VPI	2	5	2
VSU	2	0	1
W&M	--	4	--

*Includes part-time personnel

Source: Institutional Self-Studies

TABLE 8

TWO-YEAR INSTITUTIONS

HIGHEST DEGREES HELD BY PROFESSIONAL CAREER PLANNING AND PLACEMENT STAFF, 1984-85

Institution	Bachelor's	Master's	Doctoral
RBC	--	1	--
BRCC	--	2	1
CVCC	--	0	1
DLCC	--	2	--
DCC	--	1	--
ESCC	--	1	--
GCC	--	3	--
JSRCC	--	1	1
JTCC	--	3	--
LFCC	--	1	1
MECC	2	2	--
NRCC	--	3	--
NVCC	--	6	--
PDCC	--	1	--
PHCC	--	1	1
PVCC	--	1	1
RCC	--	4	1
SVCC	--	2	--
SWVCC	1	--	--
TCC	--	16	2
TNCC	--	2	--
VHCC	--	1	--
VWCC	--	0	1
WCC	--	0	1

Source: Institutional Self-Studies

Budget Information

The task force found it especially difficult to determine comparable budget data for career planning and placement activities across the institutions. In their self-studies, colleges and universities included different types of expenditures when calculating program costs: some included staff benefits, others did not; some identified and included outside sources of revenue, others did not; and many -- particularly two-year colleges -- claimed they could not identify specific program costs.

Table 9 presents self-reported data on personnel and program costs for four-year institutions only. Personnel costs range from $5,600 at Clinch Valley College to $299,200 at the University of Virginia; program costs range from $6,170 at Longwood College to $100,900 at the University of Virginia. The University of Virginia, Virginia Tech and George Mason University report the highest total costs. As indicated in the table, some of these expenditures may be supported through private and other governmental sources.

TABLE 9

FOUR-YEAR INSTITUTIONS

CAREER PLANNING AND PLACEMENT BUDGET INFORMATION

Institution	Reported Professional Personnel Costs	Reported Program and Other Costs#	Total Reported Cost To State Funds+
CNC	$156,200	$ 25,100	$181,300*
CVC	5,600	Not reported	5,600
GMU	291,100	31,100	322,200
JMU	163,200	18,800	182,000
LC	65,300	6,170	71,470
MWC	71,200	20,000	91,200
NSU	128,830	20,000	148,830
ODU	150,500	13,000	163,500
RU	55,310	37,119	92,429
UVA	299,200	100,900	363,120
VCU	200,200	48,600	248,800
VMI	22,000	7,250**	29,250
VPI	291,200	54,100	345,300
VSU	54,900	10,270	65,170
W&M	223,397	43,306	266,703

#Other costs may include non-salaried personnel and fringe costs, while program costs may include postage, supplies, staff development, and resource materials.

+Private, corporate, and government grants and gifts may reduce total costs to state.

* Includes counseling services

** Estimated

Source: Institutional Self-Studies

Chapter 3

STATEWIDE ISSUES AND RECOMMENDATIONS

The task force finds that all of the Commonwealth's public institutions of higher education are offering some career planning and placement services to undergraduate students. It encountered a variety of career planning and placement models throughout the Commonwealth's public institutions of higher education. Several colleges and universities offer an impressive array of services and programs. Other institutions have a limited range of services available.

The task force identifies two levels of service for consideration by Virginia's public institutions: (1) the basic set of programs, services and activities that should be a required part of any program claiming to address career planning and placement needs, and (2) additional recommended programs, services, activities and resources which give added depth to undergraduate career planning and placement. In the task force's judgement, the institutions that have high quality programs have both the basic and recommended elements in place.

The basic and recommended services as identified by the task force, and their presence or absence at Virginia's public institutions of higher education during 1984-85, are presented in Tables 10 and 11.

The task force presents the following programs and services as basic to every public institution of higher education in the Commonwealth of Virginia:

Assessment aids: Because they assist students in analyzing their patterns of interests, aptitudes, skills, values, experiences and personal characteristics, these aids should be used in the early stages of a student's exploration of educational and career options.

Career resource materials: These materials, which can be housed in a variety of places on a campus, help students explore career options. Students need accurate, comprehensive information on occupations, prospective employers, and job market conditions, demands, and trends. Virginia VIEW is one source of such information for the Commonwealth. This information allows students to begin to match the results of their own self-assessment with the realities of the world of work.

TABLE 10
CAREER PROGRAMS AND SERVICES AVAILABLE IN VIRGINIA'S PUBLIC FOUR-YEAR INSTITUTIONS 1984-85

BY NATURE OF SERVICES OFFERED

	BASIC							RECOMMENDED						
INSTITUTION	ASSESSMENT AIDS	CAREER RESOURCE MATERIALS	COUNSELING INDIVIDUAL & GROUP	FOLLOW-UP STUDY OF GRADUATES	JOB LISTING OR POSTING	JOB SEARCH WORKSHOPS AND SERVICES	POST-BACCALAUREATE STUDY INFO	SERVICES PROVIDED BY ALUMNI	EXPERIENTIAL OR COOP EDUCATION	COMPUTERIZED CAREER INFO	ON-CAMPUS JOB INTERVIEWS	CAREER DAY(S)	CAREER RELATED COURSES FOR CREDIT	CREDENTIAL FILE SERVICE
CNC	○	○	○	●	○	○	◒	◒	◒	●	○	◒	◒	◒
CVC	◒	◒	◒	○	◒	◒	●	●	◒	●	◒	○	●	○
GMU	○	○	○	○	○	○	○	○	○	●	○	○	●	○
JMU	○	○	○	○	○	○	○	●	○	●	○	○	●	○
LC	○	○	○	○	○	○	○	○	◒	○	○	○	○	○
MWC	○	○	○	◒	○	○	○	○	○	○	○	○	●	○
NSU	○	◒	○	○	○	○	○	○	○	●	○	●	○	○
ODU	○	○	○	●	○	○	◒	○	○	○	○	○	○	○
RU	○	○	○	○	○	○	○	●	◒	●	○	○	●	○
UVA	○	○	○	◒	○	○	○	○	○	○	○	○	○	○
VCU	○	○	○	○	○	○	○	○	○	○	○	○	○	○
VMI	○	○	○	○	○	○	○	○	●	○	○	○	◒	○
VPI	○	○	○	○	○	○	○	●	○	○	○	○	●	○
VSU	○	○	○	◒	○	○	◒	○	○	●	○	○	●	○
W&M	○	○	○	○	○	○	○	○	○	○	○	○	●	○

○ AVAILABLE ◒ LIMITED IN SCOPE OR FREQUENCY ● NOT AVAILABLE

TABLE 11
CAREER PROGRAMS AND SERVICES AVAILABLE IN VIRGINIA'S PUBLIC TWO-YEAR INSTITUTIONS 1984-85

BY NATURE OF SERVICES OFFERED

	BASIC							RECOMMENDED						
INSTITUTION	ASSESSMENT AIDS	CAREER RESOURCE MATERIALS	COUNSELING INDIVIDUAL & GROUP	FOLLOW-UP STUDY OF GRADUATES	JOB LISTING OR POSTING	JOB SEARCH WORKSHOPS AND SERVICES	TRANSFER ASSISTANCE	SERVICES PROVIDED BY ALUMNI	EXPERIENTIAL OR CO-OP EDUCATION	COMPUTERIZED CAREER INFO	ON-CAMPUS JOB INTERVIEWS	CAREER DAY(S)	CAREER RELATED COURSES FOR CREDIT	CREDENTIAL FILE SERVICE
ABC	○	○	○	●	○	●	○	●	●	●	●	●	●	●
BRCC	○	○	○	○	○	○	○	●	◒	●	◒	●	○	○
CVCC	○	○	○	○	○	○	○	●	◒	●	◒	○	○	◒
DLCC	○	○	○	◒	○	○	○	●	◒	○	○	○	○	○
DCC	○	○	○	●	○	○	○	●	○	●	◒	○	○	○
ESCC	○	◒	○	○	●	○	◒	●	◒	●	○	◒	●	●
GCC	○	○	○	●	○	○	○	●	○	○	○	○	○	●
JSRCC	○	○	○	○	○	○	○	●	●	●	◒	○	○	○
JTCC	○	○	○	○	○	○	◒	●	○	○	○	◒	○	●
LFCC	○	○	○	○	○	○	○	●	●	○	◒	○	●	◒
MECC	○	○	○	○	●	○	○	●	○	○	○	○	●	○
NRCC	○	○	○	○	○	○	●	○	○	○	○	○	○	○
NVCC	○	○	○	○	○	○	○	●	○	●	○	○	○	●
PHCC	○	○	○	○	○	○	○	●	●	○	○	○	○	●
PDCCC	○	○	○	●	○	○	○	●	○	●	○	○	○	○
PVCC	○	○	○	○	○	○	○	◒	○	○	◒	○	○	○
RCC	○	○	○	●	○	○	○	●	●	●	○	○	○	○
SSVCC	○	○	○	○	○	○	○	○	◒	○	◒	○	○	◒
SWVCC	○	○	○	◒	○	○	○	●	○	●	●	○	○	●
TNCC	○	○	○	○	○	○	○	●	○	○	○	○	○	○
TCC	○	○	○	○	○	○	○	●	○	○	○	○	○	○
VHCC	○	○	○	○	○	○	○	◒	○	●	○	○	●	○
VWCC	○	○	○	○	○	○	◒	●	◒	○	◒	○	○	○
WCC	○	○	○	○	○	○	◒	●	○	●	◒	●	●	●

○ AVAILABLE ◒ LIMITED IN SCOPE OR FREQUENCY ● NOT AVAILABLE

Counseling--individual and group: Such activities should be performed by professional staff trained in, and knowledgeable about, career planning and decision-making, occupations, and related areas. Individual and group counseling should be available to all students, but is especially important to returning adults, women, minorities, and liberal arts majors, all of whom face special issues in career decision-making.

Follow-up studies of graduates: Colleges and universities need to know what happens to their graduates, since assessment of alumni is now recommended for all of Virginia's public institutions by the Guidelines for Student Assessment. Such studies should be conducted systematically and regularly. This information, once received and analyzed, should be shared with the campus community.

Job listings or postings: Each institution should maintain an active and accurate job listing/posting service. This clearing-house function is equally valuable to students and employers.

Job-search workshops and services: These activities are designed to assist students in building skills for important aspects of the job search process. Information presented should include tips on how to research important aspects of an organization and how to present oneself in an interview.

Post-baccalaureate study information/transfer information assistance: Two-year college students who plan to continue their education beyond the associate-degree level need transfer information. Students at four-year institutions who plan to study beyond the baccalaureate degree need information about available graduate programs and the institutions which offer them. At two-year colleges, this service should include information about transferring to another institution. Four-year institutions should provide information about programs of study, graduate examinations and admissions requirements, and the availability of scholarships and financial aid.

The task force thinks that the above activities represent a minimum for each public institution of higher education in the Commonwealth.

Recommendation 1: **The task force recommends that all public institutions of higher education in Virginia provide the following activities, programs and services: assessment aids; career resource materials; counseling, both individual and group; follow-up studies of graduates; job listings or postings; job-search workshops and services; and post-baccalaureate study information or transfer information assistance.**

The task force presents the following additional programs, services and activities as important enough to recommend that Virginia's public universities and colleges give serious consideration to their implementation:

Services provided by alumni: Programs which provide for interaction between alumni and students are varied in format. The form is less important than the opportunity for contact between these groups. Each institution's alumni are a valuable resource for career information and exploration.

Experiential or cooperative education: These programs take a variety of forms. All aim, however, to provide students, while still in college or the university, with work experience. Many actively provide integration of classroom learning with work experience. Such programs are of particular importance to students majoring in the liberal arts. Every effort should be made to coordinate these activities with career planning and placement activities.

Computerized career information: There are a variety of computer-based career guidance and information systems available. For example, Virginia VIEW provides an optional computer search component. Other more sophisticated and comprehensive systems, such as DISCOVER (from A.C.T.) or SIGI (from E.T.S.), are highly recommended. They take a career-development approach while giving relatively current, comprehensive and unbiased career information.

<ins>On-campus job interviews</ins>: Many employers are interested in visiting college and university campuses in order to interview prospective graduates. A service which provides on-campus interview opportunities is important.

<ins>Career days</ins>: The important aspect of career information days is that they help students and faculty think and become better informed about the world of work and about post-graduation planning.

<ins>Career-related courses for credit</ins>: Currently several institutions offer courses which cover career issues. These courses are important in helping students explore educational and career opportunities in an academic environment.

<ins>Credential file services</ins>: This activity is relevant only to those institutions where the curriculum includes disciplines whose graduates work in education or human services settings. Such a service is valuable to employers and graduates.

The task force suggests that the above activities are important for any comprehensive approach to career planning and placement.

Recommendation 2: **The task force recommends that all public institutions of higher education in Virginia give serious consideration to implementing the following activities, programs and services: services provided by alumni; experiential or cooperative education; computerized career information; on-campus job interviews; career days; career-related courses for credit; and credential file services.**

In addition to identifying activities and services in career planning and placement as "basic" and "recommended," the task force thinks several issues should be addressed by majority of the Commonwealth's public institutions: the purposes and objectives of career planning and placement, the integration of these services into the institutions, the evaluation of those activities, and follow-up procedures. The following section reviews these issues and proposes recommendations for consideration.

It is clear to the task force that those institutions in the Commonwealth which have the highest quality programs for undergraduate career planning and placement are those colleges and universities where senior administrators and faculty understand the value of career planning and placement.

There are among both two-and four-year public institutions some good examples of institutional understanding of, and commitment to, undergraduate career planning and placement activities. The task force members met several college and university senior officials, notably presidents, who are articulate advocates for career planning and placement as a university-wide concern. They understand the relationship between the curriculum and students' lives outside the classroom. These officials articulate a relationship between their own external development activities and the necessity to present their students and placement offices in the best possible light to employers. They recognize that students increasingly need assistance, throughout their college years, in examining educational and career options and in formulating strategies in order to prepare for work within a complex economy which may require several career and job changes in each person's working life-time. These officials understand that the university community of faculty, administrators and student services personnel together must help students grapple with these issues. They appreciate the importance of evaluating their programs and doing follow-up studies of their graduates.

Because the task force observed a strong link between senior administrators and faculty who understand career planning and placement and the institution's commitment to offering quality services, programs and activities, the task force thinks it is essential that the senior administrators in all of Virginia's public institutions seek to understand the importance of career planning and placement to today's student.

Purpose and Objectives

The task force found that most of the Commonwealth's public colleges and universities lack a cohesive mission or sense of purpose and objectives for their undergraduate career planning and placement activities. In part, this reflects low institutional commitment and lack of priority for undergraduate career planning and placement. As mentioned in Chapter 1, there is a lack of vision in our public institutions about what career planning is or can be. Consequently, most public colleges and universities do not have a comprehensive plan which articulates how career planning and placement programs serve the institutional mission. The result is that, with a few notable exceptions, career planning and placement activities are piecemeal and unfocused. They are less effective than they might be.

The task force thinks that each institution must have a college- or university-wide philosophy which speaks to the necessity for undergraduate career planning and placement as an institutional concern. These purposes and objectives should be in writing, with clearly stated goals which allow each part of the college or university to understand its role in this important activity.

Recommendation 3: **The task force recommends that all two- and four-year public institutions of higher education in Virginia develop an institution-wide statement of purposes and objectives for undergraduate career planning and placement.**

It is important that at least one person be clearly identified as the person responsible for overseeing career planning and placement activities. The task force thinks this is advisable, even in institutions where career planning and placement activities are decentralized.

Recommendation 4: **The task force recommends that all public colleges and universities identify at least one person whose primary responsibility is to oversee career planning and placement activities, programs and services.**

Additionally, directors of undergraduate career planning and placement should work with their staffs to develop a rationale for their activities. The goals and objectives of the activities, programs and services should be examined regularly. In developing this rationale, particular attention should be paid to understanding the needs of the population they serve.

Recommendation 5: **The task force recommends that all public institutions of higher education in Virginia instruct those persons responsible for career planning and placement to develop, within the context of the institution-wide goals, a statement of purposes and objectives for their activities, programs and services. These statements should be regularly revised.**

Integration within Institutions

The task force thinks that Virginia's best faculty often help students integrate the worlds of academia and work. Links between the curriculum, life options, and the world of work should be made early and repeated often for students. These links must be made by faculty and support staff. The advice given students throughout their years at an institution is a key to meaningful integration. The task force sees this as particularly critical for students of the liberal arts.

However, even at institutions where there exist informed faculty and well-organized career planning and placement offices, the task force found inadequate coordination and interaction with other related functions and activities in the institution. In some there is inadequate coordination and cooperation between offices of career planning and placement activities and counseling centers. Institutions must work to ensure that there is a greater commitment on the part of personnel in both areas to work cooperatively. In general, Virginia's community colleges evidenced a higher degree of integration of career planning and placement issues into the institutions than was true for the Commonwealth's four-year universities and colleges. Clearly, the community college mission has encouraged a greater emphasis on jobs and careers, both in the curriculum and in student services.

For the most part, four-year institutions work from the premise that career planning and placement is an appendage to a student's tenure at their institution. Virginia's four-year colleges and universities have just begun to address career issues throughout the educational process. The task force thinks all institutions must work to integrate career planning issues into the curriculum and ancillary academic services. An area which offers the possibility of introducing career planning and academic issues early in a student's tenure at an institution is the academic advising program. Yet students, faculty and administrators often expressed concern about the quality of academic advising at their own institution during the task force site visits.

Advising which integrates career issues is a time-consuming activity which requires knowledge beyond curricular requirements. Skilled advisors can make connections for students among disciplines, the university education curriculum, and the world of work. During the initial orientation to the institution, students should be made aware of services which are available to help them explore the relationships among their interests, educational options, and potential career opportunities.

Recommendation 6: **The task force recommends that each of Virginia's public institutions of higher education ensure that faculty and other advisors are made aware of available career resources on campus. Institutions should provide programs to keep faculty and other advisors informed of current career information and resources.**

Assessment and Follow-up Procedures

The task force is critical of the lack of follow-up studies and the lack of evaluation of undergraduate career planning and placement activities, services, and programs at almost all of Virginia's public institutions. Evaluation in general, and alumni follow-up specifically, is now recommended to all institutions under the Commonwealth's mandate to its public institutions to develop plans to assess student outcomes. The task force welcomes this emphasis on program evaluation and follow-up studies, specifically as they pertain to undergraduate career planning and placement. Programs can be improved through evaluations which include first-hand information from students and alumni.

Recommendation 7: **The task force recommends that all of Virginia's public institutions of higher education initiate regular evaluation of their undergraduate career planning and placement activities, programs, and services, and conduct alumni follow-up studies.**

Future Directions

Career planning and placement offices are faced with a constantly changing work world and therefore must develop a long-range perspective and vision. The task force found that, with few exceptions, little thought and planning is given to possible trends that may affect the career planning and placement function in the years ahead. For instance, it is imperative that career-planning professionals become familiar with and attempt to integrate new services such as computerized resume development, job-search strategy modules, videophone television recruiting networks, and facsimile machine-transmitted resumes to employers. Career planning and placement professionals also should focus increased attention on the personnel needs of small employers. Students should be able to identify more easily job opportunities with small employers and with international employers.

Finally, the task force has had the opportunity to observe the operation of every state-supported college and university career planning and placement program in the Commonwealth. This observation has led the task force to suggest that career planning and placement needs to examine itself as a profession. Questions that deserve the examination and debate among career professionals include:

* What are the reasonable goals of a career planning and placement program?

* What outcomes can realistically be expected for career planning and placement programs?

* How can the outcomes be measured?

* If the new technologies are to be integrated into career planning and placement services, what strategies should be explored to fund their acquisition and use?

* Is career planning with the traditional student population possible given that several successive jobs after graduation are often needed in order to move toward the ideal career?

* Are career-planning officers paying adequate attention to the needs of mature individuals who change jobs or careers in response to job market shifts and layoffs? How might alumni networks and community members be used as career advisors and as job contacts in providing services to this group? Are the career-planning needs of other special populations, such as minorities, persons with

disabilities, and dual-career couples, being met adequately?

These issues, and others raised by the task force in this report, challenge the profession in the years ahead.

Chapter 4

INSTITUTIONAL REPORTS AND RECOMMENDATIONS

Introduction

In preparing summary reports for each institution, the task force was cognizant of the differences between two-year and four-year institutions in the ways that career resources are organized and delivered. For example, community colleges--unlike four-year institutions--seldom have separate placement offices and often have assigned career planning and placement services to someone with other responsibilities at the college. Therefore, colleges are not compared with each other in this section but instead are viewed from the standpoint of how well they appear to serve students' career-related needs based on their individual organizational and resource capabilities.

Chapter 3 contained seven recommendations which were intended to be applied state-wide. This chapter includes institution-specific recommendations which go beyond those in Chapter 3. In arriving at its recommendations, the task force paid particular attention to statewide recommendation 1, which enumerates seven programs, services, and activities essential to career planning and placement. Tables 10 and 11 (Chapter 3) show where colleges fall short in these areas. The institutional reports following also list the availability of the basic and recommended services for each college. To the extent that a college or university does not provide one or more of the basic programs, services or activities, it is recommended that this be remedied. Every attempt also should be made to enhance or augment basic services found to be limited in scope or frequency.

Unless noted otherwise in the institutional reports, career planning and placement personnel report directly or indirectly to their institution's chief administrator for student services.

CHRISTOPHER NEWPORT COLLEGE

Background

Established by the 1960 session of the Virginia General Assembly as a two-year branch of the College of William and Mary, Christopher Newport College became a four-year, baccalaureate institution in 1971, and, in July 1977, became independent of The College of William and Mary. The fall 1984 enrollment was 4,175 (2,521 F.T.E.), all of whom were undergraduates. Christopher Newport is organized into three schools--Letters and Natural Sciences, Social Sciences and Professional Studies, and Business and Economics. It offers 39 majors under seven degree programs.

Background of Programs and Services

From 1964 to 1983, career planning and placement was a one-person operation, with a single person holding the position during that 19-year period. In July 1983, the career function merged with the counseling function to form the Office of Counseling and Career Services. This reorganization reflected a view that students, in the words of the self-study report, "required career counseling and training to locate and apply for career opportunities."

In July 1984, the college hired a new director of employer relations. The title change reflected a new emphasis on job opportunities in the local community. The staff expanded with the addition of a classified administrative position, with responsibility for public-sector hiring. During 1985 and 1986, the office acquired additional responsibilities, including a limited intern program and the on-campus employment program. An assistant director and clerk/recruiter coordinator were added to the staff. A person designated as a career counselor serves on the counseling staff, with additional assistance being provided by the director of the counseling office and a clerical staff member.

The stated goal of the program is "to foster an awareness of self, the world of work, and the connection between the two, while providing students with skills, resources, and experiences to facilitate their transition from the College as well as career transitions throughout life." The philosophy reflects a training and advising emphasis, rather than the more passive "placement" approach.

Total expenditures for the Counseling and Career Services Office accounted for 1.85 percent of the institutional E & G budget in 1984-85.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Not available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Limited

Recommended Programs and Services

Services by alumni	/Limited
Experiential education	/Limited
Computerized information systems	/Not available
On-campus job interviews	/Available
Career days	/Limited
Career courses	/Limited
Credential file service	/Limited

Other programs and services

Onward 'n' Upward--widely distributed newsletter covers career planning, job search, recruiting announcements, occupational and graduate school information

On-campus employment program

Strengths

The Counseling and Career Services Office is located in a well-situated, well-appointed facility and has an adequate level of computerization. The career services staff has exhibited vigor and creativity, especially in employer relations and community outreach. The task force commends the staff for quickly has developing a varied and responsive program. An emphasis upon communications and building relationships with constituent groups serves the college well.

Issues and Recommendations

As pointed out in the institution's self-study report, Christopher Newport College's Office of Counseling and Career Services has suffered from trying to be all things to all people. Without additional resources, the task force agrees that it is unrealistic to expect the staff to accomplish the ambitious and established goals. The task force sees an institutional need to establish priorities for career services. Where possible, cooperative efforts need to continue (for example, between the library and career resources and between development and the Alumni Career Advisory Program). The task force thinks that the staff should explore alternatives to individual counseling. Such alternatives might involve increasing the number of workshops for existing groups and offering a career planning course. There is a need to improve recordkeeping at the college. Also, graduate follow-up studies should be implemented. Finally, as career services continue to evolve at Christopher Newport College, the task force thinks it is imperative that the college develop a set of purposes and objectives to guide the organization and delivery of career planning and placement services to its students.

CLINCH VALLEY COLLEGE

Background

Clinch Valley College began in 1954 as a two-year branch college of the University of Virginia. In 1970 the college began awarding baccalaureate degrees in several liberal arts fields. The fall 1984 enrollment was 891 (744 F.T.E.), all of whom were undergraduates. Clinch Valley grants degrees in 14 program areas in the liberal arts and sciences and is comprised of four academic divisions: Humanities, Education and Psychology, Mathematics and Sciences, and Professional and Social Sciences.

Background of Programs and Services

An informal program of placement activities has been in existence at Clinch Valley College since 1974. This function was overseen by four different administrators over the past twelve years. At times it was run solely by clerical and student staff. The 1983-85 Self-Study Committee for the Southern Association of Colleges and Schools evaluated the program as being "highly mechanical," with too much attention focused on the placement credential file service.

In response to these criticisms, the college reorganized the program and hired its first full-time director of career counseling and placement in July 1986. The director has been charged with developing an appropriate program and balancing career counseling with placement. At the present time, budgetary and clerical support for the program are supplied by the dean of students. The office itself is located next to the dean of students and includes a small resource area.

There is a separate cooperative education program, which serves 30-40 students a semester. The program is administered by the director of continuing education, who formerly shared responsibility for placement activities.

Career-related services accounted for approximately 0.1 percent of the college's E & G budget in 1984-85.

Basic Programs and Services

Assessment aids	/Limited
Career resource materials	/Limited
Counseling	/Limited
Follow-up studies	/Available
Job listings	/Limited
Job-search workshops	/Limited
Post-baccalaureate study information	/Not available

Recommended Programs and Services

Services by alumni	/Not available
Experiential education	/Limited
Computerized information systems	/Not available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Strengths

The task force saw faculty and staff who were genuinely supportive of an increased emphasis on career counseling and placement and of the new director. The director is enthusiastic and appears eager to use the college's small size and open communications style to good advantage.

Issues and Recommendations

Clinch Valley College's program, unlike others studied, is being reconstituted. The new director of career counseling and placement is charged with developing a program which addressed the unique needs of Clinch Valley students and of the area. The task force believes that Clinch Valley College should appraise realistically its budget, space, computerization, and other key elements in order to develop a suitable program. The task force thinks it may be worthwhile for Clinch Valley to examine the feasibility of regional cooperation in career planning and placement services and programs. Such cooperation might allow for the sharing of both resources and opportunities.

GEORGE MASON UNIVERSITY

Background

George Mason University was established in 1957 under the aegis of the University of Virginia and was granted independent status in 1972. The fall 1984 enrollment was 15,230 (9,829 F.T.E.), of whom 92 percent were undergraduates. The university grants degrees through its College of Arts, the College of Professional Studies, the School of Business Administration, the School of Information Technology, and the School of Nursing.

Background of Programs and Services

The Office of Career Services is functionally separated into three units: career planning, placement, and cooperative education. Cooperative education and placement are coordinated by assistant directors, and the career planning unit is led by an associate director.

The office evolved from an employment and referral service for part-time and full-time employment to an office of comprehensive career planning and placement services. Cooperative education began with a federal grant in 1976 but was merged with career planning and placement during 1977-78. The office assumed its present name, Career Services, in 1978. The Office of Career Services reported to the vice president for student affairs until 1985, when the position of vice president for student affairs was abolished and Career Services was placed under the direction of the vice president for academic affairs. These moves were part of a plan for an enrollment management team designed to improve student retention. At the time of the site visit, the focus and goals of this team appeared unclear to the Career Services staff.

The staff consists of six full-time and three part-time administrators and three full-time and four part-time support staff. The office also makes extensive use of student assistants. In the last few years, over a dozen work-study students have been employed by the office. Career Services received 0.67 percent of the university's E & G budget in 1984-85.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Not available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

Career Trends--a career information newsletter

Career Notes--a publication of career trends and resources for academic departments

Employer advisory board for career services

Strengths

There are good outreach efforts to advise the university community about Career Services. The Office of Career Services is also responsive to constituents outside the university through the George Mason Institute, the Development Office, and alumni services. The Career Services staff is professional and committed to providing effective programs and services. The centralized organization of the services provides a comprehensive program to students. Career Services has a good working relationship with the Counseling Center, and both students and faculty believe that Career Services is responsive to their needs.

The handouts, brochures, and publications developed by the office are complete and well done. Furthermore, the group workshops on career issues are standardized in format and content so that there is consistency among presenters.

Issues and Recommendations

The task force was concerned that several university offices, most notably the George Mason Institute, the Development Office, and alumni services, direct the resources of Career Services to off-campus users to such an extent that it may detract from attention given to on-campus students. For example, the task force was told that Career Services could act as the "personnel arm" for small employers in the Northern Virginia area. The task force thinks that, without further resource support, the office may soon be unable to provide adequate services to students and other on-campus users. Another issue which needs to be addressed is the role played by the career services staff in the Enrollment Management Team. Better definition of the responsibilities of the Career Services staff to this team should be provided. Finally, because Career Services was able to provide only limited information about student post-graduate plans and student outcomes, more attention to follow-up on graduates is needed.

JAMES MADISON UNIVERSITY

Background

James Madison University, founded in 1908, places its major emphasis at the undergraduate level. The fall 1984 enrollment was 9,320 (8,992 F.T.E), with about 97 percent of students at the undergraduate level. Baccalaureate degree programs are offered in the College of Letters and Sciences, the College of Business, the College of Education and Human Services, the College of Nursing, and the College of Fine Arts and Communication.

Background of Programs and Services

Career placement activities were introduced to then-Madison College in 1951. Until 1974 the major focus was on the placement of teachers. At that time the title was changed to the Office of Career Planning and Placement, the office was reorganized, and the number of staff was increased. The current director took office in 1976 and an assistant director was added in order to coordinate placement for graduates of the College of Letters and Sciences. Until recently, the director reported to the vice president for university relations; currently the director reports to the vice president for student affairs. The present staff consists of the director, two assistant directors, a placement assistant, two full-time secretaries, one part-time secretary, one part-time receptionist, and three graduate assistants.

The Office of Career Planning and Placement provides services to undergraduates, graduate students, and alumni. A full-time career counselor is assigned to work with students and alumni in the College of Letters and Sciences and the College of Fine Arts and Communication. In 1979 the office began conducting university-wide follow-up surveys of its graduates. This activity has been highly successful, with response rates each year in excess of 90 percent.

The Office of Career Planning and Placement received 0.52 percent of the total E & G budget of the university in 1984-85.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Not available
Experiential education	/Available
Computerized information systems	/Not available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

Departmental career programs

Minority Career Day

Camp Placement Day

Job Connections--resume collection and referral service

Parents Advisory Council subcommittee on career planning and placement

Strengths

The Office of Career Planning and Placement is well respected by a variety of constituents on the James Madison University campus. The staff works extremely hard and its commitment to serving students is obvious. In recent years the number of students taking advantage of the Career Planning and Placement Office has grown considerably, despite the fact that the number of staff has not increased. In fact, the task force believes that the office serves an unusually large number of students. The management of the office is creative and receptive to new ways of serving both new populations and more students. Despite severe staff-time limitations, there appears to be a willingness to help all constituents and to work with other offices on campus in order to better serve students and employers. Area employers were particularly complimentary not only of James Madison students but also of the quality of placement services offered by the office. The introduction of yearly follow-up reports on graduates is an obvious strength of the office.

Issues and Recommendations

The Office of Career Planning and Placement needs to decide upon, and operate by, a set of purposes and objectives. In developing its philosophy, the task force urges them to place greater emphasis on career planning versus the current focus on placement. The Office of Career Planning and Placement is understaffed and consequently current staff is overworked. This creates problems, the most notable of which is that the director and staff are consistently operating in a reactive mode. The task force thinks that the staff should offer more group counseling in order to use its limited time most effectively.

The Office of Career Planning and Placement needs to consider greater use of experiential learning alternatives for its students. Current staffing levels, however, would not allow for the introduction of internships or cooperative education arrangements. An additional issue is that of office space for career planning and placement activities. The present facilities are too limited to accommodate existing personnel. Because on-campus interviews take place in a site removed from the career office, staff is required to move back and forth between two locations. The task force does not think this is a desirable arrangement. An additional weakness is the lack of adequate computerization of the Office of Career Planning and Placement.

Finally, the task force thinks that the Career Planning and Placement Office and the Counseling and Student Development Center need to work more effectively together. The central administration does not appear to have a clear sense of the roles of the two offices, as illustrated by the assignment of a new position of career counselor to the Counseling Center.

LONGWOOD COLLEGE

Background

Longwood College, founded in 1839, is a comprehensive college located in Farmville. The fall 1984 enrollment was 2,596 (2,640 F.T.E), all of whom were undergraduates. Longwood offers baccalaureate degrees in arts, music, science, business administration, business education, fine arts, and music education.

Background of Programs and Services

The Office of Career Planning and Placement has had a separate identity at Longwood College since 1967, when placement functions were taken out of the Admissions Office. A more varied curriculum, increased enrollments, and coeducation created new pressures on the office by the 1970's. In the early 1980's, several staff members were added: in addition to the director and secretary, there are now an assistant director and a quarter-time counselor in the office. During this time the Office of Career Planning and Placement expanded its activities in the direction of career planning, with the help of a one-credit career planning course, an enlarged Career Resource Center, a computer for students seeking career information, and two work-study positions.

The Office of Career Planning and Placement received 0.6 percent of the college's E & G budget in 1984-85, plus funding from the auxiliary budget for one position and a small grant from the Longwood Foundation. The office also receive some support from the student affairs auxiliary budget in the form of the quarter-time counselor and some maintenance money for the computer systems.

Basic Programs and Services	
Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services	
Services by alumni	/Available
Experiential education	/Limited
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Strengths

Career planning and placement services at Longwood College benefit from the enthusiasm of the director. Students at Longwood share in this enthusiasm for the program. It is well organized and has a documented set of goals, objectives, strategies, and timetables, all of which reflect a coherent philosophy of career planning and placement. The Career Resource Center is well planned. The Office of Career Planning and Placement is well-rounded, balancing traditional and creative approaches, individual and group work. It has good evaluation procedures and it keeps records of college graduates. The office has experienced significant expansion in the past three years.

The Office of Career Planning and Placement is able to draw support from a number of sources: development, a representative advisory group, and other colleges with whom the staff cooperate in joint programs. The Office of Career Planning and Placement makes effective use of alumni through Project Asset and of faculty through courses with career-planning components. The college's administration plans to acknowledge the contribution of faculty by giving credit for advising. In general there seems to be a commitment to and knowledge of career planning and placement from the highest levels of the administration and throughout the college.

Issues and Recommendations

The task force believes that the career-planning component of Longwood College's current program should be expanded. The required careers course in Sociology/Anthropology has helped to acquaint students with career issues and the Office of Career Planning and Placement. The task force suggests that equivalent courses be considered for other disciplines. The college should also examine the feasibility of expanding the student internship program.

Currently Longwood College has a quarter-time counselor position assigned to the Office of Career Planning and Placement, with the remainder of that person's time assigned to Counseling Services. The task force thinks that this split position is not effective. Use of graduate interns would provide a possible replacement of this counselor's activities in the Office of Career Planning and Placement (for example, supervising the Resource Center). This reorganization also would allow the director more time to pursue new initiatives.

MARY WASHINGTON COLLEGE

Background

Mary Washington College was founded in 1908 and later became affiliated with the University of Virginia. Mary Washington became a fully independent comprehensive institution in 1972. The fall 1984 student enrollment was 3,035 (2,623 F.T.E.), almost all of whom were undergraduates. Mary Washington College is organized into academic departments of one or more disciplines and offers 35 programs in the liberal arts, sciences and professional fields to its undergraduates.

Background of Programs and Services

The Office of Career Placement Services was first organized in 1955 and until 1978 had only one administrative staff member. Today the career services function is staffed by two administrators and three support personnel. The director of Career Placement Services provides traditional placement services, while the assistant dean for academic and career advising and the director of internship programs provide assistance in career planning. Unlike most institutions, these two individuals report to the associate dean for academic services, who in turn reports to the dean of the college and vice president for academic affairs.

In 1984-85 career planning and placement services received 0.81 percent of the E & G budget for the institution.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Limited
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

- Mock interview taping with employer representatives
- Video instruction
- Career information guides for all majors
- Career advisors panel of faculty who coordinate departmental career activities

Strengths

A committed staff offers a wide range of career planning and placement services to students at Mary Washington College. Faculty and designated career advisors in the academic departments are involved in assisting students with career planning. The college has made a significant resource commitment to an internship program that has the potential to provide considerable career planning assistance to students. In addition, the college is expanding its alumni assistance programs and is increasing the use of technology to assist students with career planning and placement needs.

Issues and Recommendations

While there is a wide range of career planning and placement services available for students, there is limited use of the services. The task force believes there are several reasons for this. Many of the programs, such as career advising and internships, depend upon faculty support, which is uneven. The career planning and placement staff, because of other responsibilities and expectations, may not provide the necessary direction to these programs. The task force thinks, for example, that too much attention is devoted to the tabulation of job openings and to the keeping of statistics on facility usage. Continued changes in the reporting lines of supervision may have caused the staff to document unduly the use of their resources. Additionally, the facilities for student use are cramped and limited. Interview rooms, while adequate, are located too far away from the career planning and placement offices.

The task force also thinks that for Mary Washington College should develop a set of purposes and objectives for career planning and placement. This should enable the college to develop and enhance those programs which are most responsive to student needs.

NORFOLK STATE UNIVERSITY

Background

Norfolk State University, originally a division of Virginia State University, became an independent institution in 1969 and was designated a university in 1979. The fall 1984 enrollment was 7,050 (6,293 F.T.E), about 97 percent at the undergraduate level. Academic programs are offered through nine schools and 30 departments.

Background of Programs and Services

Career planning and placement activities at Norfolk State University are offered through three separate offices: the Career Planning and Placement Office, the Counseling Center, and the Cooperative Education Program. The Career Planning and Placement Office is administered by one full-time director and a secretary. One of the six professional staff members in the Counseling Center (with the help of one secretary) has formal responsibility for career education. The Cooperative Education Program also has one full-time professional staff member and one secretary.

Career planning and placement assistance is also provided on a more informal basis by the Norfolk State faculty, which appears to be especially committed to assisting students within their departments to plan careers and to locate good jobs. A recent survey indicated that 49 percent of student respondents (approximately 500) discuss career planning topics with faculty advisors, with 35 percent of students ranking the faculty as the best source of career assistance. Academic departments report being active in providing group career counseling, offering courses and other special programs which have a career planning focus, providing internship opportunities, and distributing information on graduate study to students.

In 1984-85 the combined expenditures for the Career Planning and Placement Office, the Cooperative Education Program, and the career-related staff in the Counseling Center represented 0.50 percent of the total E & G budget of the university.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Limited
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Not available
On-campus job interviews	/Available
Career days	/Not available
Career courses	/Available
Credential file service	/Available

Strengths

Staff members who provide career-related services at Norfolk State University have a clear focus on meeting the institutional goal of preparing students for good jobs. Faculty members appear to be supportive of this goal, as evidenced by the significant faculty involvement in career planning. Commendable levels of communication exist between the Office of Career Planning and Placement and students and faculty. Significant numbers of employers schedule on-campus interviews and notify the university of job vacancies. The offices seem to profit from both steadily increasing budget support, and help with computerization needs. Alumni utilize the services of the Career Planning and Placement Office in impressive numbers.

Issues and Recommendations

The Task Force believes that the approach to career planning and placement at Norfolk State University focuses too much on matching students with jobs. Career planning and placement services do not appear to be available to evening students. The task force also noted that the services are highly decentralized, lacking coordination in planning and delivery. Significant duplication in effort was noted between the offices having career planning and placement responsibility and faculty efforts. Faculty involvement in placement activities raises the question of the need for formal coordination. Such a move would prevent favoritism and enhance equal opportunity, allowing all students access to information on job availability.

The task force thinks that the university should examine the space committed to career planning and placement. Current facilities are extremely tight, allowing only minimal privacy for interviews. The task force thinks also that the university should institute on-going evaluation of its career planning and placement programs. Finally, the Counseling Center appears to need better publicity in order to involve more students in career planning activities.

OLD DOMINION UNIVERSITY

Background

Old Dominion University began as the Norfolk division of the College of William and Mary in the 1930's. Since 1962 it has been an independent doctoral-granting institution, specializing in undergraduate education and applied engineering and scientific research programs. The fall 1984 enrollment was 14,590 (11,175 F.T.E.), about 95 percent of whom were undergraduates. Baccalaureate degrees are offered through the Schools of Arts and Letters, Business and Public Administration, Education, Engineeringand Technology, Health Sciences and Sciences.

Background of Programs and Services

Through 1985, Old Dominion University has had five formal programs that deliver career planning and placement services to undergraduates.

1. Academic advising and counseling, within the School of General Studies, assists freshmen with academic and career planning. Ten and a half administrative staff members provide this service. The decision by Old Dominion University to centralize this function means

that comparatively few faculty are involved in the advising process.

2. The Center for Major Exploration (CME) is a relatively new program that works chiefly with sophomores, particularly those who are undecided about major choice. CME is funded jointly by the School of General Studies and the Division of Student Affairs and has an administrative staff of four.

3. The Counseling Center, part of student affairs, is staffed by five counselors. Counselors conduct group counseling for career exploration.

4. Professional Experience Programs (PEP) is part of academic affairs under the School of General Studies and administers co-op, summer internship, and student employment programs. PEP has an administrative staff of five.

5. The Career Planning & Placement Center, part of student affairs, has an administrative staff of five. Recently it has shifted its focus from a 50-50 balance between career planning and placement services to a 70-30 split that emphasizes placement over career planning.

In 1986, a reorganization was underway to consolidate some of these services, including bringing Professional Experience Programs under Career Planning and Placement.

In 1984-85, approximately 0.30 percent of ODU's E & G budget was allocated to career-related services.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Not available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Limited

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

- Career advising network
- Candidate referral service, mailing resumes to employers with current vacancies
- General studies courses on career planning and job-search techniques
- Special-interest job-finding groups, which provide small-group assistance to those with similar needs
- Audiovisual training programs
- Placement manual

Strengths

The staff of the Career Planning and Placement Center is strong and seems genuinely concerned about the quality of services delivered to students. The facility is modern and appears to fit well with programming needs. The task force saw a concerted effort to design effective programs and to evaluate and improve upon service offerings. The director has attempted to make the most of scarce resources and has been attentive to providing comprehensive career-related services while not duplicating the work of other units on campus. The director is perceived to be valuable not only as director of career services but also in the institution's advancement efforts. The office has used some creative funding approaches, including having the placement manual published by an outside commercial source in order to minimize printing costs.

Issues and Recommendations

An institutional reorganization scheduled to occur shortly after the site visit was expected to affect the relationship between career planning and placement functions. Because of this anticipated reorganization, the task force sees a need to clarify the complementary roles of career counseling and academic advising. Further, the Center for Major Exploration, formed as a response to an increasingly large number of undeclared upper-division students and now over a year old, should be evaluated to determine whether this centralized counseling/advising model is effective.

In general, Old Dominion University has done an exemplary job of establishing a large number of specific places for students' career-related needs to be addressed. Nevertheless, the task force found that students and faculty often do not understand the many different services. This resulted in a perception that there was no place to go rather than that there are multiple options. Finally, the university should implement follow-up studies of its graduates.

RADFORD UNIVERSITY

Background

Radford University, founded in 1910, was affiliated for a time with Virginia Polytechnic Institute. Radford College achieved independent status in 1964. The fall 1984 enrollment was 6,485 (5,791 F.T.E.), about 97 percent of whom were at the undergraduate level. Radford University offers undergraduate programs through its Colleges of Arts and Sciences, Business and Economics, Education and Human Development, Visual and Performing Arts, and Nursing and Health Services.

Background of Programs and Services

In 1972, the newly-appointed president of Radford University created and staffed a Career Planning and Placement Center. The growth of the center has paralleled the growth of the university. Today, the Career Planning and Placement Center staff consists of a director, an assistant director, a secretary, and eight part-time student workers. The addition of the assistant director in 1982 made possible the expansion of outreach efforts. All new students and parents are introduced to the career planning and placement services at the "Quest" orientation program that precedes the first semester of enrollment. Other information is disseminated during registration. Career fairs, classroom presentations, residence hall meetings, and a "community-student job match" augment individual counseling and placement activities. Seniors and graduate students are urged to register with the center, which provides staff with computerized access to pertinent information on students, such as addresses, majors, teaching credentials, geographic preference, and so forth. In the future, this data base will also include GPA, career fields of interest to the student, and preferred employers.

Since 1976-77, a comprehensive study of graduate employment has been conducted, which provides an excellent data base for university administrators and faculty to learn more about their graduates. This survey measures perceptions of how well students feel they were prepared for a job search, the appropriateness of their preparation at Radford, and their satisfaction with their current job.

The center would like to increase its internship activities, now left primarily to departments to work out as "individual study" arrangements. More resources will be needed if this is to occur.

The center's budget for 1984-85 accounted for 0.42 percent of the university's total E & G budget.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Not available
Experiential education	/Limited
Computerized information systems	/Not available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

Resume preparation and mailing service

Career newsletter

Community-student job match program

Strengths

The Career Planning and Placement Center has a committed and creative staff. Students at Radford seem to be well aware of available career-related services. There appears to be good coordination among those who offer these services. Radford has a reward system for faculty that offers incentives for giving attention to service activities such as career and academic advising. This results in better understanding of career counseling and planning. The task force compliments Radford on its specialized counseling for disabled students--a population whose special career-related needs seldom receive appropriate attention. The emphasis that the university places on providing information to students' parents is also commendable. Finally, the task force thinks that Radford has an excellent and well-used follow-up study of graduates.

Issues and Recommendations

The task force urges Radford University to computerize student data in order to provide a better level of support to students searching for jobs. Although the need for increased internship opportunities is acknowledged, the task force does not think that the current level of staffing can support an increase in this service. The task force thinks that such an increase is desirable and that resources should be sought to implement this important career-related program at Radford.

UNIVERSITY OF VIRGINIA

Background

The University of Virginia, founded in 1819, is a comprehensive doctoral-granting university. The fall 1984 enrollment was 17,143 (16,399 F.T.E.), about 70 percent of whom were undergraduates. The University of Virginia is comprised at the undergraduate level of the College of Arts and Sciences and the Schools of Architecture, Commerce, Education, Engineering, and Applied Science and Nursing. The university also operates the University of Virginia Medical Center, a major teaching hospital.

Background of Programs and Services

The current Office of Career Planning and Placement (OCPP) emerged from a decentralized group of placement offices located in several academic units of the university. In 1965, the Southern Association of Colleges and Schools recommended that placement functions be consolidated. In 1966 a university study recommended an expansion of placement services to incorporate career planning. This study also recommended that teacher placement services be incorporated into the Office of Placement and that the placement staff be enlarged.

These recommendations were adopted by the university, and during the years 1966-68 the Office of Placement expanded its staff and increased student/employer use of the services. New programs were added and the name was changed to the Office of Career Planning and Placement, to reflect the increased focus on career-planning programs.

The Office of Career Planning and Placement is located in a convenient and central location. In addition, an innovative satellite concept has been initiated in the School of Engineering and Applied Science, in the McIntire School of Commerce, and in the School of Architecture. The Office of Career Planning and Placement is staffed by approximaely 16 persons: the equivalent of seven faculty, three classified professionals, and 5.75 classified support staff members.

In recent years formal pre-professional advising programs have been developed and experiential programs have been added as a responsibility of the OCCP. Network computerization of many career planning and placement office tasks is currently underway.

In 1984-85, career planning and placement services received approximately 0.2 percent of the university's E & G budget. Significant contributions also were made by private and corporate donors.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Limited
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

Special programs for minorities, including Minority Career Day

Career days

Career exploration groups
Pre-MBA and law school forums
Programs for liberal arts students
Pre-professional advising

Strengths

The University of Virginia is exemplary in its career planning and placement activities. The office has a well-defined and articulated career planning and placement philosophy. Strong support from senior university officials is obvious. The office has profited greatly from strong and consistent leadership over a number of years.

Among its many strengths, the task force wishes to highlight the following: a well-qualified, creative administrative staff which offers a diverse set of talents; facilities which are excellent in design and function; an innovative satellite concept of career planning and placement which serves the schools of architecture, commerce, and engineering and applied science; group workshops which are designed to effectively use limited staff resources; an on-campus recruitment program with a national reputation; strong commitment to support and represent minority students;

an established and integrated credit career-planning course; an extern program which is the largest in the nation; pre-medical and health professions advising of high caliber; active alumni involvement programs; a statewide annual Minority Career Day program; external private support from the Parents Council for renovation, computerization and upgrading of library materials; and a positive reputation with those students who use the services.

Issues and Recommendations

The task force thinks that the College of Arts and Sciences should address the unique career planning and placement issues and concerns faced by liberal arts and sciences undergraduate students at the university. University-wide faculty awareness and education programs should be developed. In addition, professional advising for pre-law and pre-MBA students should be strengthened. Other issues which need addressing are the need for more centralized experiential programs and increased support for facilities, computers and clerical support satellite offices. Finally, the task force thinks that the satellite office concept should be examined for possible use by the Schools of Education, Nursing, and Arts and Sciences.

VIRGINIA COMMONWEALTH UNIVERSITY

Background

Virginia Commonwealth University was created in 1968 by the merger of the Medical College of Virginia and Richmond Professional Institute. The fall 1984 student enrollment was 18,807 (13,526 F.T.E.), of which approximately 80 percent was undergraduate. The university offers undergraduate degrees through its College of Humanities and Sciences and Schools of Arts, Basic Sciences, Business, Community and Public Affairs, Education, Nursing, Pharmacy, and Social Work.

Background of Programs and Services

The office was first staffed with a full-time administrator in 1971. The staff now consists of five full-time and one half-time administrative staff members who have administrative faculty status and five full-time and one part-time support staff. The support staff perform many administrative functions. The office is located on the academic campus and provides few services to the medical campus. Career planning and placement-related expenditures represented 0.20 percent of the total university E&G budget in 1984-85.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

Assistance with career planning courses in academic departments

RamSCAN -- an alumni career advising program

Career planning resource centers

Credentials service

Video instruction

Career Classified--weekly job information

Strengths

The constituencies that worked with V.C.U.'s Career Planning and Placement Office--including employers, students, and faculty--were uniform in their praise of the dedication, enthusiasm, cooperation, and hard work of the staff. The university administration was very supportive of the office and its activities.

Among the successful programs and activities, the following are worthy of note: the program of alumni career assistance to graduating students (RAMSCAN), the attention given to employer relations, and the diversity of program offerings.

Efforts have been made to integrate the career planning and placement office with many of the academic and other administrative offices which provide related services to students. This integration has occurred particularly well with the Counseling Center, and referrals are easily made between the two offices. The Career Planning and Placement Office also has developed many specialized programs to respond to selected needs of students. The task force thinks this is an example of good use of limited resources.

Issues and Recommendations

Certain aspects of the noted strengths lead, in some cases, to weaknesses. Because of positive experiences in working with the career planning and placement staff, many persons request services. The too-small staff attempts to respond to all the requests and expectations and are consequently overextended. Plans should be devised to define responsibilities within the scope of present resources.

While those who use the office are served well, there is a limited use and understanding of the office by faculty. The task force believes this results from confusion about the role of the office, particularly as it relates to career advising. Career advising exists in several academic departments, the Counseling Center, the Cooperative Education Office, and the Office of Academic Support Programs. The task force thinks there needs to be clarification of the responsibilities for career advising at VCU.

Finally, the task force thinks that financial resources committed to this office are inadequate. This is especially noteworthy in the physical facility provided for the office. The task force thinks it is both too small and too far removed from the student traffic flow. There is a need also for more evening staff to serve part-time and working students, a large constituency at this urban university.

VIRGINIA MILITARY INSTITUTE

Background

The Virginia Military Institute, founded in 1839, is a state-supported undergraduate military college for men. The fall 1984 enrollment was 1,338 (1,519 F.T.E.), all of whom were undergraduates. The institute administers 14 degree programs in engineering, liberal arts, and the sciences. All cadets must complete Reserve Officer's Training Corps programs and accept commission in the armed forces, if offered, upon graduation from the institute. Historically, 26 percent of each graduating class are not offered commissions due to medical, academic or citizenship reasons. Fourteen percent have short-term commitments and are then available for employment. The remaining 60 percent have an obligation of three years or more. However, only 18 percent of VMI graduates will pursue long-term military careers.

Background of Programs and Services

Career planning and placement programs have been available to VMI cadets for many years. An integrated program began in 1955 when a placement committee, comprised of representatives from each degree-granting department, was formed. A step toward centralizing these programs was completed in 1966 with the creation of the position of director of cadet affairs and placement. This officer was charged with the responsibility for student services, including career planning and placement. The arrangement provided liaison activities with degree-granting departments and some placement services. Job placement for engineers was coordinated separately by a faculty member in the Civil Engineering Department. Recognizing the need to centralize and coordinate the programs, VMI opened the Career Development Center in 1984. The assistant director of cadet affairs and placement was given the additional title of career development officer. This person is assisted by a full-time secretary and one cadet on a part-time basis.

The career planning and placement officer is charged with providing career counseling and guidance to students and assisting cadets and alumni in securing employment. The officer is supported by the Placement Committee, which is comprised of the director of cadet affairs and representatives from each degree-granting department. The officer also works closely with the alumni placement volunteers, an alumni network. The Career Development Committee is assisted by alumni placement volunteers, alumni from many different parts of the country. This activity is effective in giving visibility to the Career Development Center.

In 1984-85, career planning and placement received approximately 0.20 percent of the institute's E & G budget.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Not available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Limited
Credential file service	/Available

Other programs and services

- Resume-preparation assistance
- Videotaped practice interviews
- Minority Day
- Matching Employers, Cadets and Alumni program (MECA)
- Computerized support systems--job-match career exploration, placement-service registration

Strengths

The Career Development Center at the Virginia Military Institute enjoys high visibility and a strong image. The centralized nature of career planning and placement services, the physical location of the center, and the departmental involvement of faculty members all contribute to this image. VMI has an unusually active alumni network, with its geographic chapters, publications, and career fairs. Alumni placement services, which are available free of charge to alumni throughout their lives, are of great assistance to graduates. The work of the Career Development Center is strengthened by the existence of the Placement Committee, described previously. VMI also encourages the involvement of parents through the work of the Parents Council Placement Committee and by hosting a parents' weekend.

Issues and Recommendations

The task force sees several issues in need of attention by those involved with career-related activities. Although the services offered to alumni are admirable, the level of attention given to this population may be detracting from resources (particularly staff time) that should be directed to cadets. More attention should be devoted also to programs and services for minority students. The task force thinks that the absence of any cooperative education, internship, or part-time employment program is a weakness of the program at VMI. The career planning course offered for credit by the Chemistry Department is a concept that should be examined for possible replication by other departments.

The task force thinks that more direct access to student records would assist those working with cadets. Finally, the task force was troubled by the unavailability of budget allocation information. Such information is necessary both for the accountability of staff and for ensuring that the career planning and placement function receives due consideration in the institution's budget allocation process.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Background

Virginia Polytechnic Institute and State University, founded in 1872 as a land-grant college, is a comprehensive doctoral-granting research university. The fall 1984 enrollment was 21,454 (20,671 F.T.E), of which approximately 87 percent was undergraduate. Virginia Tech's undergraduate colleges are Agriculture and Life Sciences, Architecture and Urban Studies, Arts and Sciences, Business, Education, Engineering, and Human Resources.

Background of Programs and Services

Three separate offices provide career planning and placement services at Virginia Tech. In 1964, the guidance function of the Guidance and Placement Office (in existence since the late 1940's) shifted to the newly-created counseling center. University Counseling Services now has eleven administrative staff members who offer psychological services, learning skills, and career and educational counseling. In 1968, "The Engineering Cooperative

College-Industry Plan" expanded its focus to become the university-wide cooperative-education program. With a staff of five, Cooperative Education now administers an optional co-op program for 43 majors. University Placement Services, with nine administrative staff, concentrates on job-search services, primarily for seniors. Unofficially, the staff also appears to engage in career planning with students who request such assistance. All three programs are under the vice president for student affairs.

In addition to these centralized services (located on two floors of a building on the edge of campus), individual colleges offer a variety of programs. Examples are freshman-level courses that include information on different majors and career paths, a career fair, and senior seminars that include job-search preparation and a software program that outlines typical career paths of graduates.

In 1984-85, career planning and placement received approximately 0.30 percent of Tech's E & G budget.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Not available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

Pre-graduation interview program--a comprehensive exit survey

Coordination of the Academic Career Advisor System--identifies and provides training for a university-wide corps of career advisors

A Guide to Majors and Careers at Virginia Tech

UPS News--weekly placement newsletter

Placement Guide and other publications

Video instruction

Strengths

University administrators have a clear understanding of different services offered by the counseling center, cooperative education program, and placement office. The task force found good cooperation among the three services, with little concern over territory. In addition, college representatives and students indicate that having both centralized services and the option to develop individual approaches (freshman survey courses, senior seminars, initiatives like Business Horizons and Engineering Expo) at the college or departmental level is important. This model appears to work well for Virginia Tech.

The task force compliments University Placement Services for its computerization, which is extensive. Applications to the very large on-campus interview program is particularly impressive. Other programs worth special note include alumni placement and the Pre-Graduation Interview Program.

Issues and Recommendations

The task force questions whether career planning is given adequate attention at Virginia Tech. The task force found that the counseling center preferred to concentrate on identity issues, the cooperative education office focused on a very specialized program, and the placement office worked chiefly with placement activities. Students voiced concerns about the absence of a centralized resource. The task force found also that there was a lack of knowledge about the Academic Career Advisor network which is coordinated by University Counseling Services. Finally, the task force thinks that the University Placement Services should reorganize its space for on-campus interviews. The on-campus interview program has become so popular that the staff is hard-pressed to schedule and adequately accommodate all employers who wish to visit the campus.

VIRGINIA STATE UNIVERSITY

Background

Virginia State University, founded in 1882, was named one of Virginia's two land-grant institutions in 1920. The fall 1984 enrollment was 3,801 (3,530 F.T.E), of which 97 percent is undergraduate. The university offers undergraduate degrees through its Schools of Agriculture and Applied Sciences, Business, Education, Humanities and Social Sciences, and Natural Sciences.

Background of Programs and Services

The contemporary Career Planning and Placement Center evolved from a student placement services office that had been established in 1954. That office provided career placement services for graduating seniors and on-campus employment coordination for all students. The Career Planning and Placement Center is now a separate unit within the university, with career planning, placement, and cooperative education as the three major service areas.

The Career Planning and Placement Center is supervised by a director. The remaining members of the staff include a coordinator of cooperative education, an administrative assistant, and a secretary. The career counselor, who works in the Counseling Center, directs the Career Center Library and provides aptitude and interest tests for students.

The Career Planning and Placement Center is located in a three-story building. Built in the late 1930's, the building was renovated 25 years ago. The Career Counselor and Career Center Library are housed in the Counseling Services Center, which is in the Student Center. Undergraduate and graduate students in all majors are served by the center. On a more informal basis, deans and departmental faculty assist student in planning for their careers and in securing jobs in their chosen fields. In 1984-85, the Career Planning and Placement Center received 0.10 percent of the university's E & G budget.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Limited
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Limited

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Not available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

Information on discipline-based career opportunities

Job-search guides

Strengths

The Career Planning and Placement Center is staffed by a team of professionals. Their work is augmented by career planning and placement assistance provided to students by deans and faculty members.

Issues and Recommendations

Only one staff member at Virginia State University holds a full-time state-authorized position, while other members hold wage positions with no sense of job security or long-term commitment from the university. The task force believes that this staffing arrangement is detrimental to the morale and effectiveness of the center. Additionally, while the size of the center is adequate, it needs to be refurbished in order to provide attractive and comfortable settings for employer interviews, career counseling, and co-op reviews.

In order to ensure that all students are being served well, either by the formal services of the center or by assistance from faculty, the coordination and monitoring of career planning and placement activities conducted in schools and departments should be strengthened. The task force thinks that there is a need for more aggressive marketing of the career planning and placement services. Students need to know of the existence of services in both the Career Planning and Placement Center and the departments. Finally, the task force thinks that the university should improve its follow-up studies of graduates.

THE COLLEGE OF WILLIAM AND MARY

Background

The College of William and Mary was founded by royal charter in 1693. The fall 1984 enrollment was 6,640 (6,232 F.T.E.), of which approximately 82 percent was undergraduate. William and Mary offers baccalaureate degrees in the arts, sciences, and business administration through its Faculty of Arts and Sciences and School of Business Administration.

Background of Programs and Services

At the time the task force conducted its review, career planning and placement were separate entities at the College of William and Mary. The Placement Office evolved from the Veterans Affairs and Placement Office of the 1940's. The Career Planning Office was created in 1973. Each office has its own director. The two offices, which are housed in the same building, will be consolidated.

The offices of career planning and placement provide services to undergraduates, graduate students, and alumni in all disciplines except law and education, which have their own placement services. The Office of Career Planning has a staff of one full-time administrator, a secretary, and one part-time internship director. Extensive use is made of student assistants. The Placement Office staff consists of two full-time administrators (the director and associate director) and two full-time support staff--one a recruitment coordinator and the other a secretary. Three students assist the staff. In 1984-85, career planning and placement received 0.60 percent of the total E&G budget of the college.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Post-baccalaureate study information	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not available
Credential file service	/Available

Other programs and services

Futures--weekly publication containing a variety of career information

Alumni Career Advisory Service (ACAS)

Career speaker series

Career Placement Notes

Employer research files and career literature

Strengths

Both the offices of career planning and placement give a high degree of attention to students. A variety of services is offered to students and the quality of these services is good. Particularly worthy of note are the Alumni Career Advisory Service (ACAS), the Career Resources Library, and the Internship Program. In general, the college's administration and students are aware of the services offered by these offices. The task force thinks that there is an acceptable level of computerization in the offices. Finally, the involvement of student assistants in the various programs is commendable.

Issues and Recommendations

The task force identified several issues of concern. First, the offices appear to lack purposes and objectives to guide the programs offered. This has resulted in frequent change in programs. Second, the space currently used by these services is not adequate. Another issue of concern is the need to offer some programs specifically designed to meet the needs of special populations--in particular minorities and women. Lastly, the task force thinks that overall management of these operations is unnecessarily conservative. The offices should explore more creative approaches to external funding in order to enhance programs and facilities.

RICHARD BLAND COLLEGE

Background

Richard Bland College, located in Petersburg, is a two-year branch college of The College of William and Mary. The Fall 1984 student enrollment was 772 (549 F.T.E.). Approximately 35 percent of the students attend part time.

Background of Programs and Services

The primary mission of Richard Bland College is to provide the prerequisites required for the first two years of college, preparing students for transfer to a four-year institution. Because the majority of students transfer to senior institutions, the college has not developed extensive career planning and placement services. However, the Office of Student Services, reporting to the president, does provide limited services in these areas.

Until recently, career planning was provided primarily by a part-time counselor under the direction of the dean of student services. Although faculty members and other college personnel assisted in this effort, no well-developed program was in place. Limited resource materials and interest and ability tests were provided to students upon request.

During the 1984-85 academic year, the Office of Student Services implemented a more comprehensive career/transfer planning program, patterned on procedures developed at The College of William and Mary. Students who have not clearly identified or developed a career path are referred to the director of counseling, a part-time employee responsible for all counseling, advising and testing services. The college has no office or full-time staff for placement. Assistance is limited to providing a notebook that lists job vacancies (with job descriptions) and posting state and federal job openings. There is also an informal network between area businesses and faculty members for potential referrals.

The administrative staff of Student Services consists of three full-time and two part-time persons. The organization is supported by a staff of three clerks.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up	/Not Available
Job listings	/Available
Job-search workshops	/Not Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Not Available
Computerized information systems	/Not Available
On-campus job interviews	/Not Available
Career days	/Not Available
Career courses	/Not Available
Credential file service	/Not Available

Strengths

Students at Richard Bland College benefit from the individual attention given to them by faculty. It appears that having faculty provide advising services works well at the college. A cohesive team approach is used in meeting students' needs. The Career/Learning Resource Library contains valuable resource materials to assist students who wish to transfer.

Issues and Recommendations

Richard Bland College is hampered in its ability to provide effective career services to students in a number of ways. A major problem is that the career and transfer planning function has not been assigned funds. The college needs to do a better job of integrating career planning and transfer planning. In addition, the college lacks two of the "basic" activities, programs and services: follow-up studies and job-search workshops. Because the college was unable to provide accurate data on its students (race, sex, major, dropouts, jobs obtained, number enrolled in four-year colleges), it needs to implement a periodic follow-up survey of its graduates. Although the college's primary mission is preparing students for transfer, it should provide the kinds of job search workshops and services considered to be basic by the task force.

VIRGINIA COMMUNITY COLLEGE SYSTEM

In 1966, legislation created the Virginia Community College System. Several technical schools and universities branches which existed at that time, along with the addition of a number of new colleges, form the system which now exists. Each of the 23 community colleges located throughout Virginia serves a designated geographical region.

The 23 individual colleges are comprehensive, offering associate degrees in the arts and sciences which are acceptable for transfer to baccalaureate degree programs; diversified technical curricula including programs leading to the associate degree; occupational and technical education leading directly to employment; and courses in general and continuing education for adults. The principal emphasis of the system is occupational-technical education. In Fall 1984 (the year under study by the career planning and placement task force), the Virginia Community College System enrolled 105,860 on- and off-campus students (44,403 regular session F.T.E.).[1] Nearly three-quarters of these students were part-time, with a majority over 25 years of age.

---

[1] State Council of Higher Education for Virginia. Enrollment Projections: Virginia's State-Supported Institutions of Higher Education, 1986-88 Biennium (Revised December 1985). January 1986.

BLUE RIDGE COMMUNITY COLLEGE

Background

Blue Ridge Community College is located in Weyers Cave in northwest Virginia. The Fall 1984 student enrollment was 1,857 (872 F.T.E.), with 68 percent of those part-time.

Background of Programs and Services

At the time Blue Ridge opened to students in 1967, it employed two counselors who were primarily concerned with academic advising and orientation. In 1970, one counselor was designated as placement officer in addition to his other duties. By 1977, the need for a coordinated career-planning effort became evident, and the counselor who assumed the duties of the placement office was asked to centralize career counseling services. That person now coordinates both planning and placement activities and also does academic advising, teaching, and committee work. The two other full-time counselors supplement his activities by including career planning components in their counseling and advising and in the orientation courses they teach. The part-time counselor for students with special needs also spends some time on career counseling.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Limited
Computerized information systems	/Not Available
On-campus job interviews	/Limited
Career days	/Not Available
Career courses	/Available
Credential file service	/Available

Strengths

Blue Ridge Community College has several outstanding programs: the mock-interviews for the secretarial science division are helpful to students and publicize career placement services, and the attention they give to special-needs and women students is commendable. Both of these activities should be encouraged and expanded. The lay advisory committees also seem to work well. The staff is clearly hard working, and they do a good job of integrating academic and career advising.

Issues and Recommendations

Faculty members need to become more knowledgeable about and helpful to the career services office. For example, faculty could assist the office by keeping records on job seekers and by doing academic advising. This would give the counselors more time to spend on career activities. Departments might also share information with each other about programs they offer, such as mock interviews, cooperative education, and intake tests.

Since they are trained as counselors and not specifically as career planning and placement specialists, the Counseling Center staff does little group work but focuses instead on individual counseling. The task force thinks that they should expand their group activities in order to use more efficiently their resources. The placement officer should put more emphasis on external relations, including job development and employer visitation. The college needs to institute evaluation procedures for the career planning and placement functions. Finally, the task force thinks that the resource library needs additional space.

CENTRAL VIRGINIA COMMUNITY COLLEGE

Background

Central Virginia Community College serves the cities of Lynchburg and Bedford and the counties of Amherst, Appomattox, Bedford and Campbell, which have a combined population in excess of 180,000 people. The Fall 1984 student enrollment was 3,122 (1,422 F.T.E.). Part-time students comprised approximately 73 percent of the enrollment.

Background of Programs and Services

Career planning and placement services at Central Virginia Community College are provided through the Student Services Division. One counselor has an academic specialty in career counseling and teaches a career education class. About half of his workload is devoted to career planning tasks, including interpretation of career assessment inventories for students. A "Career Corner" resource center is housed in the counseling office. Some faculty members appear to be involved in placement activities, mostly through referral of students to prospective employers. An effectively organized cooperative education program is available. No financial resources are specifically designated for placement programs; all costs are absorbed by the Student Services Division.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Limited
Computerized information systems	/Not Available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Available
Credential file service	/Limited

Strengths

The task force found the Career Corner resource center to be well-designed and adequately stocked. It is located in an area to attract the attention of students. The career planning course, taught by a counselor with formal training in career development, is a significant strength. The cooperative education program appears to be making a major contribution and is well-organized and administered. The Job Fair attracts students and employers in significant numbers. Finally, the task force commends the college for responding to the needs of students by making available a counselor until 7:00 p.m. each evening.

Issues and Recommendations

Staff members in the Counseling Services Department should exhibit a greater degree of enthusiasm and excitement necessary to make career planning and placement a vital and creative component of student services. With few exceptions, the task force saw little evidence of general interest in career planning and placement by the faculty. The task force thinks that career planning and placement programs are not a high priority for the college. Thus, students interviewed by the Task Force upon the recommendation of the college, expressed strongly a need for more career assistance than is currently available. Finally, the task force thinks that the college should examine the resources presently committed to the co-operative education program.

DABNEY LANCASTER COMMUNITY COLLEGE

Background

Dabney Lancaster Community College is located in the rural western part of Virginia and has off-campus programs in Lexington and Buena Vista. The Fall 1984 student enrollment was 1,045 (560 F.T.E.) Fifty-seven percent of the students are part-time.

Background of Programs and Services

Dabney Lancaster Community College has a decentralized model of career planning and placement. The Student Services division operates a Career Center where students can explore career opportunities by consulting a variety of career and job materials. All incoming students take the College Guidance Placement Test. The college introduces curricular students to career guidance through its orientation program. In addition, personal counseling, academic advising, and career counseling are integrated into each academic division. Program heads and faculty advisors are expected to be attuned to employment needs and job openings in the local area. Because of the heavy emphasis on occupational-technical education, most career advising and job placement is done by individual faculty in the specialty areas. The college employs two full-time professional counselors in career planning and placement. One counselor works with students enrolled in the occupational curricula (except nursing), while the other counselor works with students enrolled in transfer curricula and nursing students.

In addition, the college has three full-time paraprofessional counselors who are funded through federal grants and offer career planning and placement to students in three special programs: Single Parent, Displaced Workers, and the Job Training Partnership Act. The Job Training Partnership Act program also has a full-time job developer who works on a limited basis with students not specifically enrolled in that program.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Limited
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Limited
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

Job placement manual

Achievement Center

Strengths

The extent and quality of the occupational-technical faculty involvement in career planning -- and specifically job placement -- is impressive. Dabney Lancaster offers the only program in heavy equipment in the Commonwealth, and it is an exemplary program whose director is very involved personally in the welfare of the program's students. Each student in the program does a mock job interview on video and the instructor works with individual students to help them improve their self-presentations. Students invariably get job offers before completion of the program. The Mechanical

Design and Forestry Programs are also strong in their attention to the career advising and job placement needs of students.

The task force commends Dabney Lancaster faculty for their involvement in career planning and placement activities. Finally, Dabney Lancaster does an excellent follow-up survey of their graduates and transfer students. Information thus obtained is used constructively to improve services to students, alumni, and interested persons in the community.

Issues and Recommendations

The task force thinks there is a need, if not for a centralized system, then at least for a more formal organizational structure to ensure coordination of efforts. The college also should ensure that its follow-up study of graduates is conducted annually.

DANVILLE COMMUNITY COLLEGE

Background

Danville Community College was formed by the merger of two institutions, Danville Technical Institute and Danville Division of Virginia Polytechnic Institute and State University. The Fall 1984 student enrollment was 1,867 (1,140 F.T.E.). Fifty-five percent of the students are part-time.

Background of Programs and Services

Prior to 1967, when the college was known as Danville Technical Institute, there were no formal career planning or placement services. These activities were the responsibility of individual faculty members. A full-time counselor was hired in 1968, when the community college became part of the Virginia Community College System. Career planning and placement were a small part of the counselor's duties, because these functions were seen as a faculty responsibility. Today Danville Community College has one counselor assigned half-time to career planning and placement activities. The college promotes and encourages active involvement in career planning and placement by the faculty.

Most career-related activities are handled by individual faculty members.

Basic Programs and Services	
Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Not Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available
Recommended Programs and Services	
Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Not Available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Available
Credential file service	/Available

Strengths

Danville Community College has a philosophy of career planning and placement which expects everyone to be involved in these activities. Indeed, faculty members are highly involved in career activities. They have established good contacts with area business and industry. The task force found that the counselor responsible for career planning and placement activities works well within a decentralized approach. Overall, students appear to receive a great deal of personal attention from faculty, staff and the administration.

Issues and Recommendations

The task force thinks that the college should assign one person full-time responsibility for career planning and placement activities. This would strengthen the placement function. Students need to have more access to information on job openings and referrals. Additionally, the college needs to keep better records on the number of students served by its career planning and placement activities. Finally, the task force thinks that the college should conduct a periodic follow-up survey of its graduates.

EASTERN SHORE COMMUNITY COLLEGE

Background

Eastern Shore Community College, located in Melfa, began as the Eastern Shore Branch of the School of General Studies of the University of Virginia at Wallops Island. The Fall 1984 student enrollment was 373 (187 F.T.E.), with 65 percent of the students part-time.

Background of Programs and Services

The small size and limited resources of Eastern Shore Community College have resulted in an informal approach to career planning and placement that involves nearly every member of the college community. Career planning is the primary responsibility of the college counselor, who is assisted by the Learning Resources Center staff and faculty members. Placement responsibilities cut across many administrative boundaries. The dean of student services and the director of continuing education oversee the placement-related activities of division chairpersons, the counselor, faculty and staff.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Limited
Counseling	/Available
Follow-up studies	/Available
Job listings	/Not Available
Job-search workshops	/Available
Transfer information assistance	/Limited

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Limited
Computerized information systems	/Not Available
On-campus job interviews	/Available
Career days	/Limited
Career courses	/Not Available
Credential file service	/Not Available

Other programs and services

Tours of local industries

Resource center for high school counselor

The TEAM project

Strengths

Students at Eastern Shore Community College are given highly individualized attention for their career planning and placement needs. Career planning and placement personnel, faculty and staff at Eastern Shore appear to be very committed to the programs. The task force commends the College for serving the Eastern Shore citizens by offering career planning information and other professional assistance with limited resources.

Issues and Recommendations

The task force thinks that a major weakness of career services at Eastern Shore is the shortage of full-time personnel in career planning and placement. Also, there is a shortage of career planning resource materials for use by students and staff. The task force thinks that the College should reexamine the issue of the space currently allotted to career planning and placement. Based upon the statewide recommendation that all colleges should provide basic programs and services, Eastern Shore should expand its collection of career resource materials and should institute systems for posting or listing available jobs.

GERMANNA COMMUNITY COLLEGE

Background

Germanna Community College, located in Locust Grove, serves the residents of the counties of Caroline, Culpepper, Fauquier, King George, Madison, Orange, Spotsylvania, and Stafford, and the city of Fredericksburg. The Fall 1984 student enrollment was 1,758 (707 F.T.E.) About 80 percent of students are part-time.

Background of Programs and Services

Career planning and placement activities at Germanna are performed principally by one member of the staff of the Counseling Center and by faculty members in the various departments. The Counseling Center staff provides career development services, while job placement largely falls to faculty members.

The current Career Development Service evolved from the college's decision to establish a placement service in 1974. This service provided occupational reference materials, job availability information, limited occupational testing and an occasional career fair. A more comprehensive career development service came into existence in 1981.

The goal of the current Career Development Service is to equip students with skills and techniques that make them educated job seekers. The Office of Student Services provides career development services to students, alumni and employers. The office is staffed by three counselors and one secretary. One counselor is designated as the career development counselor and all other counselors assist in providing career services as part of their other counseling duties. In addition to these activities, all departmental faculty are actively involved in career advising, and they provide the majority of job referrals and placements.

The college has been successful in obtaining grants to develop career planning and placement services. For example, it was awarded a grant to purchase APTICOM and a Sex Equity grant to assist single parents and displaced homemakers. The counselors have been actively involved in occupational testing and assistance to employees of a closing textile factory.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Not Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Not Available

Strengths

At Germanna Community College, career planning and placement activities are performed both by counselors and faculty. Faculty provide a key link in nearly all job placement activities at the College. The Office of Student Services offers a variety of self-directed services for students and alumni. Given the size of the college, the task force commends the college for maintaining a comprehensive career library, complete with several computer software programs.

Issues and Recommendations

Germanna Community College needs to develop a system to identify the postgraduation plans of students. With the exception of informal record-keeping by some faculty members, little or no data exist on the future plans of students. Second, the task force thinks that the cooperative education program should seek site visit evaluation from cooperative education professionals in order to clarify procedures and to ensure proper use of federal grant dollars. Third, the task force thinks that a more defined amount of time for career services should be provided by the career development specialist. The college will be unable to meet students' career-related needs adequately as long as the career development specialist gives part-time service to career planning and placement activities.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Background

J. Sargeant Reynolds Community College, a three-campus institution, was established in 1972 to serve the needs of the metropolitan Richmond area. Campuses are located on Parham Road, in downtown Richmond, and in Goochland County. The Fall 1984 student enrollment was 9,190 (3,885 F.T.E.), with over 75 percent part-time.

Background of Programs and Services

Before securing a federal grant in 1978, little career planning and placement activity existed at the college. With the federal grant, the college was able to develop two distinct programs on each of the large campuses (Parham Road and downtown). Each campus designated a coordinator/career counselor to operate a career planning and placement office. The offices provide services to students, alumni, and the community. Each office is provided clerical support either on a full-time or part-time basis. Due to recent cutbacks in funding, the college has had to limit its financial and programmatic support for the career planning and placement functions. Career counseling and coordination is now one of several responsibilities of the staff. The placement function has always been considered an institution-wide responsibility, to be performed by faculty, counselors, advisors, and divisions and departments.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Not Available
Computerized information systems	/Not Available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

Transfer Opportunity Center (downtown campus)

Women's Network -- program that provides a comprehensive approach to serving the older female adult student attending JSRCC

Strengths

The task force found that the staff of both career planning and placement offices are respected and committed. The career counselors have good relationships with faculty. Both offices offer service to the community on an ad-hoc basis and also actively solicit community participation in career planning and placement activities.

Issues and Recommendations

The task force thinks that there is an observable difference in resources in the career planning and placement offices at the Parham Road and downtown campuses. The Parham Road office is bright, attractive and inviting, while the downtown office appears cramped and lacking in resources. In fact, the downtown office was closed temporarily during recent cutbacks. The task force found that relationships between the downtown Career Planning and Placement office and employers are weak. In addition, communication between faculty and career planning and placement staff at the downtown office is limited; faculty believe they are uninformed about career planning and placement activities. At both offices, cutbacks have contributed to low staff morale and uncertainty about the priority that administrative officers give to career activities. The task force thinks that the end result is that inadequate attention is paid to students' career planning needs.

JOHN TYLER COMMUNITY COLLEGE

Background

John Tyler Community College is located outside Petersburg in Chester. The Fall 1984 enrollment was 3,325 (1,459 F.T.E.). About 73 percent of the students are part-time.

Background of Programs and Services

Since the Fall of 1967, John Tyler Community College has provided career planning and placement services to students and alumni. Career planning and placement services are a college-wide function operating under the dean of academic and student services. Primary responsibility for career planning and placement activities is assigned to the coordinator of counseling and career planning and placement. Other persons at the college who are involved in career planning and placement activities are division heads, program heads of occupational/technical curricula, and faculty. Other counselors also are responsible to some extent for some career planning. The coordinator of institutional research participates in the overall evaluation of career planning and placement activities.

The Career Life Planning Center is located in the Student Services complex. One small room is designated to house career planning and placement resources and is adequate to handle the current level of users. The center does not have a full-time career planning and placement officer. Instead, a full-time counselor is assigned that task along with other counseling and student services responsibilities. One para-professional assists with career planning and placement functions.

Over twenty persons (division heads and faculty) participate in placement activities for current students and alumni. These services include assistance in finding full-time and part-time jobs and development of internships and cooperative education arrangements. Students receive career planning and placement information through faculty referrals, through program introductory courses managed by academic divisions, and through orientation classes conducted by the counseling staff. Consideration is being given to the establishment of a centralized placement office to enhance a more coordinated approach to career planning and placement.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Limited

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Limited
Career courses	/Available
Credential file service	/Not Available

Strengths

The task force found that the attention given to students' placement needs at John Tyler Community College is exceptional. Excellent relations exist among the various constituent groups at the college. Efforts to follow-up the status of graduates are commendable. The use of advisory committees for curriculum development and placement is outstanding. Program heads and the coordinator of career planning and placement services at the college are commended for their efforts to get both men and women to consider non-traditional careers.

Issues and Recommendations

The task force thinks that the college should design a more formal system for coordinating career planning and placement services. In addition, the task force thinks that the career planning and placement program would benefit from a separate budget allocation.

LORD FAIRFAX COMMUNITY COLLEGE

Background

Lord Fairfax Community College, located in Northern Virginia, serves the rural communities of Clarke, Fauquier, Frederick, Page, Rappahannock, Shenandoah,and Warren Counties, and the City of Winchester. The Fall 1984 student enrollment was 1,478 students (632 F.T.E.). About 71 percent of the students are part-time.

Background of Programs and Services

Responsibility for career planning and placement at Lord Fairfax is assigned to the counseling staff. Activities begin with the initial orientation program for new students. At various times, counselors have conducted career counseling activities in the form of credit classes, workshops, seminars, job fair and through a Career Information Center. Career counseling is available to students and others in the surrounding communities.

Placement activities also are assigned to the counseling staff. Other administrators who are responsible for placement are the coordinator of cooperative education and placement and the director of continuing education and community services. However, little attention is given to the placement function beyond an annual job fair and a job skills workshop. Most placement activities are considered informal and handled by faculty. The faculty is actively involved in identifying potential employers and referring students to those employers for placement.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Not Available
Computerized information systems	/Available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Not Available
Credential file service	/Limited

Strengths

The greatest strength of career services at Lord Fairfax Community College is the extent to which faculty are involved in helping to advise and place students. The Applied Science Program has been particularly successful in having faculty take responsibility for student placement. The college appears to have a positive and continuing relationship with area employers. Employers are well informed about programs of study at Lord Fairfax and have key faculty contacts in those programs.

Issues and Recommendations

The most critical problem noted by the task force is the lack of clear and consistent direction from college administrators. Lord Fairfax has not placed a high priority on career planning. The task force found some confusion regarding who has responsibility for placement activities. Although it is formally assigned to several offices, the informal placement initiatives by faculty seem to have the most success. However, these efforts have not been in concert with career planning and placement staff. Maintenance of the Career Information Center should be assigned to one person. Additionally, a high rate of staff turnover has caused program activities to lack continuity.

The task force also perceived that the staff suffers from low morale, caused by the lack of direction and discontinuity. Finally, record keeping for career planning and placement activities needs improvement.

MOUNTAIN EMPIRE COMMUNITY COLLEGE

Background

Mountain Empire Community College, located in the southwest corner of Virginia, serves students from small communities in a four county service area. A large number of students are disadvantaged due to the high unemployment rate (20%) and the isolated location of the region. The primary employer in this area is the coal mine industry, which at present is in a very depressed state. The Fall 1984 student enrollment was 2,085 (872 F.T.E.), with 64 percent of the students part-time.

Background of Programs and Services

Mountain Empire Community College has tried several approaches to providing career services to its students. During the early years of the college (1972-74), division counselors and faculty advisors were responsible for career planning and placement activities. In 1975, a career planning and placement officer was hired, with responsibility for assisting students with their career planning and placement needs. This model was used until 1984 when the placement officer position was phased out and the responsibility for career planning and placement was given once again to division counselors and faculty advisors.

Since the study year (1984-85), the college has made some dramatic changes. In February, 1986, with the help of funds from a federal Title III Grant, the position of the career planning and placement officer was reestablished. Title III funds also are being used to develop an Employment Resource Center. The college has purchased a computer, career planning software, and a variety of career planning literature. A comprehensive faculty development program designed to better prepare faculty advisors in assisting students in the areas of academic and career planning also is being developed with funds from the grant.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Not Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not Available
Credential file service	/Available

Strengths

Career planning and placement services seem to have good support from the administration and faculty at Mountain Empire Community College. The administration has made a strong commitment to continue supporting the new grant-related activities after the funding period. The newly devised faculty development program is a positive step in better informing and educating faculty about the resources available in the areas of career planning and academic advising. The task force commends the college for seeking grants that allow it to better serve the southwestern portion of the state through introduction of several innovative programs. Local industry and business appear to be very supportive and appreciative of the college.

Issues and Recommendations

Although the Title III grant promises to address most of the deficiencies noted for 1984-85, the task force still sees three areas in need of attention. First, adequate facilities must be provided to house the growing career planning and placement materials and activities. Second, the college must develop ways to offer career planning and placement services to the large number of students who take classes at off-campus locations. Third, the college should implement a system for posting or listing available jobs.

NEW RIVER COMMUNITY COLLEGE

Background

New River Community College, located on a hundred-acre site in Dublin, serves citizens of the counties of Floyd, Giles, Pulaski, and Montgomery and the city of Radford. The Fall 1984 student enrollment was 2,511 (1,176 F.T.E.). Sixty-six percent are part-time students.

Background of Programs and Services

New River has offered placement services since it opened in 1970. The current functions of the Career Development Center and the Placement Services Office were initiated in 1975; services include individual career counseling and advisement, occupational information, job development, and placement services. Cooperative education opportunities were first offered in 1980.

The college provides career and life planning and placement services to students, alumni, and adult citizens within the service region. The career development counselor and coordinator of placement and cooperative education provide most of the career services. The career development counselor is currently assigned half time in that responsibility.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Not Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

Career planning folder -- self-paced materials that can replace the orientation course or be used in regular career counseling

Special outreach programs for dislocated workers, senior citizens, and the hearing impaired

Resume development, processing and dissemination service

Strengths

The task force commends the high level of concern that staff demonstrate for each student's career needs. Staff members, who have close personal and professional ties to the area, are also committed to community outreach activities. Pride is taken in the personalized service offered to students. Service to the locality is a priority. The staff is to be commended also for obtaining outside grant support to expand available resources (including Virginia VIEW and the creation of the Alumni Talent Bank).

Issues and Recommendations

At New River Community College, the Career Development Counselor and the Coordinator of Placement and Cooperative Education need to set more clearly defined priorities for their operations. The Task Force thinks that the staff concentrate too heavily on individualized services, such as the resume production and mailing service. Such a service may actually discourage the kind of skill development and independence that career planning and placement staff typically hope to foster in students. The task force found that facilities are less than ideal. However, a new space is currently under construction.

NORTHERN VIRGINIA COMMUNITY COLLEGE

Background

Northern Virginia Community College, the largest college in the system, has 5 campuses: Alexandria, Annandale, Loudoun, Manassas and Woodbridge. The Fall 1984 student enrollment was 31,453 (13,456 F.T.E.). Approximately 80 percent are part-time students.

Background of Programs and Services

The concept of career development became a practical reality at Northern Virginia Community College in the late 1970's. In the Fall of 1976, the first three-credit career planning course was taught at the Alexandria campus. Beginning in the Spring of 1978, other campuses developed similar career planning courses. Since 1983, a preparation for employment course also has been offered on most campuses.

Within a broad philosophy of student career development, each of the five campuses organizes the delivery of services somewhat differently to accommodate differing student populations, campus size, and administrative structures. In general, though, all 46 counselors at NVCC engage to some extent in career planning, counseling and placement. All counselors have access to student academic records via the mainframe computer. Job market data is easily obtainable in career libraries located in each campus counseling center. All campuses have computers for use with the Virginia VIEW materials. One professional member of each counseling staff is designated as a job counselor. Job counselors devote between 50 and 75 percent of their time to job counseling and career planning activities. Twelve secretarial and clerical workers work part-time on job counseling support activities.

Although Northern Virginia Community College supports career planning and job counseling and offers an active job referral service to its students, the college readily admits that they do not have a job placement program. They believe that with two percent unemployment in the Northern Virginia area, their students do not have difficulty getting jobs. The college sees its mission as educating students in the career planning process, not placing students in jobs. The career counselors at NVCC view their role as educators/counselors. All five campuses offer cooperative education experience in many curricula. From year to year various campuses have secured grants that have amounted to significant additions to career-related programs and services.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Not Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Not Available

Other programs and services

Off-campus career workshops

CLASS (see below)

Strengths

Northern Virginia Community College has a clearly defined and articulated philosophy of student career development. Its workshops, seminars, and class involvement programs for students and community members are of high quality. There is good communication among the five campuses through the job counselors working group. The cooperative education programs are active and strong on all five campuses.

Several model programs and activities on the Alexandria campus deserve mention: The Alexandria campus has established a "dispersed counseling model," whereby counselors maintain a desk within each division area and spend approximately half their time in the departments. This results in increased visibility for counselors and their participation in the daily activities of the divisions. The Career Library on the Alexandria campus, funded largely through grant money, is an excellent resource center. The award-winning CLASS (Career Life Assessment Skill Service workshop program), offered for the past eight years, received the 1985 award for an outstanding Vocational Guidance Program from the Virginia Vocational Guidance Association.

Issues and Recommendations

The task force believes that the Loudoun campus of Northern Virginia Community College should address the issue of the need for better communication and integration of responsibilities between job counselors and departments as they relate to job referrals and placement activities. As budgets permit, more software resources for career planning activities (SIGI, Discover) and a computer network to link all five campuses for job referral purposes should be explored.

PATRICK HENRY COMMUNITY COLLEGE

Background

Patrick Henry Community College, located in Martinsville, serves a rural community in southern Virginia. The Fall 1984 student enrollment was 1,397 (598 F.T.E.) Approximately 72 percent of the students are part-time.

Background of Programs and Services

During the 1984-85 academic year, Patrick Henry Community College committed itself to improving career planning and placement efforts. At that time, the coordinator of testing/placement assumed responsibility for all career related activities. The coordinator's title was changed in December 1985 to coordinator of career development and placement. In addition, other counselors assist by providing career counseling on a part-time basis.

The Career Development Center, a multi-media facility, is located in the Learning Resources Center (library). The center provides a variety of services to students, alumni, and members of the community. The staff consists of one full-time coordinator with assistance from other counselors in the Student Development Center. Student records or data pertaining to career planning and placement have not been kept by the college.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Not Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Not Available

Strengths

The task force found that the center has a creative and innovative staff of professionals. They are aggressive and committed to developing a strong career planning and placement center for use by students, alumni, and the community. The task force commends them for seeking and obtaining funding for an innovative program, "Breaking Barriers," which attracts and trains women for male-dominated occupations (for example, auto mechanics). Finally, a strength in career planning and placement is the coordinator, who is well qualified and energetic.

Issues and Recommendations

The task force thinks that the major weakness of career planning and placement activities at Patrick Henry Community College is that there is too much reliance on grant funding. The task force thinks that the college administration must follow through with its stated expectation to support the activities beyond current funding.

PAUL D. CAMP COMMUNITY COLLEGE

Background

Paul D. Camp Community College is located in Franklin and serves the Franklin-Suffolk area. The Fall 1984 student enrollment was 611 (283 F.T.E.), with 61 percent attending part-time. Most students attend school during the day, with the evening enrollment constituting only nine percent of the student body.

Background of Programs and Services

Paul D. Camp Community College has provided some career services since it first began enrolling students in 1971-72. The director of the Career Center has been in charge of career planning and placement activities since July 1985. About half of the director's time is devoted to career planning and placement. A counselor also has responsibility for career planning and placement, with a large portion of time spent at the college's Suffolk Center location. The somewhat rural location and the small size of the student body allows the faculty, staff and administrators to maintain close relationships with many of the students, to whom they often serve informally as career advisors.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Not Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Not Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Strengths

The task force thinks that Paul D. Camp Community College has been supportive of career planning and placement activities. The college has been successful in creating a team commitment to providing services to students and the community. It has been aggressive in seeking grant funding for new projects, including cooperative education. The area designated for the career center at the Franklin campus is spacious and conveniently located.

Issues and Recommendations

The task force found that career planning and placement activities at Paul D. Camp Community College depend too heavily on informal networking to assist students. The fact that the current coordinator of career planning and placement is able only to devote half time to career-related activities in two separate locations (the Franklin campus and the Suffolk center) is of concern to the task force. While the college has been successful in obtaining specialized computer equipment for career planning, the staff has not put that equipment to much use. Many of the career materials being used are out of date. Additionally, there does not seem to be sufficient attention to the needs of sizeable special populations. Finally, the college should implement an annual follow-up study of graduates, as called for in the statewide recommendations of the task force.

PIEDMONT VIRGINIA COMMUNITY COLLEGE

Background

Piedmont Virginia Community College, located in Charlottesville, had a Fall 1984 student enrollment of 2,834 (1,147 F.T.E.). Approximately 75 percent of the students attend part-time.

Background of Programs and Services

Career-related services are offered in three ways at Piedmont Virginia Community College: career planning, cooperative education, and placement. Career planning activities are handled by the counseling staff. In the process of applying for admission to the college, students are required to discuss career goals and options with counselors. Career information and interest tests are available in the career library. In addition, a number of special programs and career planning courses are also offered during the year. Placement functions at the college have been combined with cooperative education and both areas are administered by the division of estended learning opportunities. The division works with 189 employers on a regular basis. When jobs become available, notices are posted on employment bulletin board near the student lounge, and cooperative education faculty, faculty in the teachaing area, and students who have requested assistance are notified.

Piedmont Virginia Community College has placed major emphasis on cooperative education; this philosophy is evident throughout the college. The number of students in the cooperative education program has grown from 12 in the fall of 1978 to 346 in the 1984-85 school year. In 1984-85 cooperative education assisted 346 of some 400 eligible second-year occupational/technical students. In addition, the nursing and respiratory therapy programs operated separate placement activities as part of their second year program. Through the cooperative education program, the college maintains many business and industrial contacts, in addition to giving students valuable work experience.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available

Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Limited
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Available
Credential file service	/Available

Strengths

Piedmont Virginia Community College has made a strong commitment to cooperative education, and the program has wide-spread support from the administration, faculty and staff. The college also has developed a comprehensive Career Information Library.

Issues and Recommendations

The task force thinks that Piedmont Virginia Community College should address several issues. First, most of the emphasis on placement activities appears to be in the cooperative education program, which in 1984-85 served only ten percent of the students at PVCC. Placement activities for liberal arts students and those not choosing the cooperative education experience need to be expanded. Second, the content and effectiveness of career planning courses offered at the college need to be reevaluated. Third, since 40 percent of the students at PVCC are evening students, the college should ensure that professional assistance in career planning and placement and opportunities for cooperative education are available to them.

RAPPAHANNOCK COMMUNITY COLLEGE

Background

Rappahannock Community College, which opened in 1971, has campus sites at Glenns and Warsaw. The Fall 1984 student enrollment was 942 (465 F.T.E.), with about 64 percent part-time.

Background of Programs and Services

Nine career planning and placement objectives were identified for the college and reported in the 1976-78 institutional self-study report; these objectives guide the present services. The Counseling Services unit has primary responsibility for career planning and placement. Faculty on both campuses are expected and encouraged to initiate and participate in career planning and placement activities. Administration of career planning and placement services is provided by the dean of student services for the college (who is provost for the south campus), and by the provost for the north campus. Two full time counselors report to the provost on the north campus, and three full-time counselors report to the provost on the south campus. One additional counselor on the south campus and full-time clerical assistants for the provosts and the Counseling Center make up the remaining staff.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Not Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Not Available
Computerized information systems	/Not Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Strengths

The task force found that all levels of the college, particularly faculty, are committed to the value of career planning and placement. Students are offered individualized attention for their career-related needs. The college is now engaged in plans to strengthen and expand the services. Objectives and procedures for career planning and placement are clearly specified and distinguished in the Student Placement Handbook given to all students during orientation.

Issues and Recommendations

The task force thinks that better coordination of available career-related services and activities is needed at the college. A second concern is the limited financial support available. Resources to support the function appeared to be too limited; attention is needed to identify additional funding sources. Third, adequate space is needed to consolidate resources already available and to provide adequate room for interviewing and career laboratory activities. Fourth, improved assessment and evaluation activities are needed. These should include analyses of data already collected and establishment of a formal follow-up procedure.

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

Background

Southside Virginia Community College maintains two separate campuses, Alberta and Keysville, and operates a "campus without walls" in Emporia. SVCC, which opened in 1970, serves the largest college service region in the state. The Fall 1984 student enrollment was 1,101 (666 F.T.E.). About 58 percent of students are part-time and nearly forty percent are members of minority groups.

Background of Programs and Services

A traditional array of career planning and placement programs and services is provided through the Counseling Center. The college maintains a well-organized career information center that receives considerable use by students. Career workshops are offered, and several helpful career-related booklets are distributed to students. Faculty members appear to be aware of the programs and services available to students. Several grants in support of the Career Information Center have been received. Counselors are available to provide limited services to evening students. Particular attention is paid by the college to the diverse needs of its non-traditional client population, e.g., single parents, displaced homemakers, penal institution inmates, etc. An appropriate range of career programs is offered to these groups.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Available
Experiential education	/Limited
Computerized information systems	/Available
On-campus job interviews	/Limited
Career days	/Available
Career courses	/Available
Credential file service	/Limited

Strengths

The Career Information Center is attractive and appears to be well used by students. The counseling staff is innovative and actively involved in planning and offering career services to students. The college does a good job of offering comprehensive career planning services to students. The task force commends the college for successfully obtaining outside grants in support of both the Career Information Center and special populations. The college conducts follow-up studies on its students. Alumni networks and direct contacts with employers appear to be active and productive.

Issues and Recommendations

Lack of space for career planning and placement is a problem at Southside Virginia Community College. This is true particularly since the Career Information Center has expanded and is well utilized by students. The task force thinks the college should examine the need to expand career services for evening students.

SOUTHWEST VIRGINIA COMMUNITY COLLEGE

Background

Southwest Virginia Community College, located in the far western part of the state near Richlands, serves residents of Buchanan, Russell, and Tazewell Counties, as well as part of Dickinson County. The Fall 1984 student enrollment was 2,649 (1,462 F.T.E.), with some 56 percent of these part-time.

Background of Programs and Services

From 1972 to 1982, a full-time counselor was engaged in providing a wide range of career-related activities, including placement services, educational classes and workshops, outreach services to business and industry, and research projects. For the past two years, the Office of Job Placement has been administered by the same individual on a one-half time basis. Other student services staff, along with the job placement officer, counsel students on job seeking and career planning and teach courses on preparation for employment and career decision-making. All full-time students are assigned to an academic adviser after an initial contact with a counselor. In 1985-86, a job developer was hired to assist in developing a broader spectrum of job opportunities for SVCC students. One-half of this individual's salary is funded by Veteran's Work Contract. The Office of Financial Aid, the Office of Job Placement, the Office of Admissions and Records, and the Library have all received grants for various career and vocational programs.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Limited
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Not Available
On-campus job interviews	/Not Available
Career days	/Available
Career courses	/Available
Credential file service	/Not Available

Strengths

The college has developed an impressive network of individuals who are dedicated to overcoming the severe unemployment of the region and have made counseling and retraining available to the unemployed. Internship programs offered by the college give students on-the-job training and provide potential job placement for students. There appears to be good interaction between counselors and academic advisors. The college also has established special centers such as the Center for Women in Higher and Innovative Technology and the Center for Single Parents and Homemakers. The task force commends the college for the special services it has developed for handicapped, educationally deprived, first generation college-going, and low-income students.

Issues and Recommendations

The task force believes that Southwest Virginia Community College should address several issues relating to their career planning and placement functions. The decentralized approach to these functions at SVCC works against the establishment of performance goals and of measurable, documentable outcomes. The task force saw no evidence that the college has placed a high priority on career planning and placement services. The college administration recognizes the importance of the career planning and placement function but has been unable to fund a full-time director in recent years. While the college is to be commended for successfully obtaining outside funding for career-related services, the possibility exists that functions supported by these grants will cease if grants are not renewed. Finally, the Career Planning/Placement Center, which is relatively new, suffers from lack of visibility and organization. Some students who expressed an interest in career planning were unaware of the existence of the center. At a minimum, two basic services and activities should be implemented: a follow-up study of graduates and the posting or listing of available employment opportunties.

THOMAS NELSON COMMUNITY COLLEGE

Background

Thomas Nelson Community College, located in Hampton, is the largest single-campus community college in the state. The Fall 1984 student enrollment was 5,567 (2,634 FTE). Seventy percent of its students are part-time.

Background of Programs and Services

In 1974, career planning and placement functions at Thomas Nelson were centralized, with a well qualified counselor designated to coordinate activities. A small library and interview room were added in 1976. In 1980, the Career Resource and Assessment Center was established, resulting in the consolidation of all career-related activities under the Counseling Center. In 1984-85, the Career Center was staffed by a counselor, who directed operations of the Office of Career Planning and Placement; one part-time professional who was responsible for handling the activities in the Career Resource and Assessment Center; and seven full-time and one part-time counselors.

The goal of career services at Thomas Nelson Community College is to help students understand themselves, help them see the relationship between academic and vocational choices, and assist them in making the transition from the academic world to the work world. The career planning staff seeks to assist students in evaluating, developing, and effectively initiating and implementing their career plans.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Other programs and services

Quarterly career newsletter

Peninsula Directory of Employers

Special counseling for special population

Outreach career programs in area high schools

Strengths

The career staff at Thomas Nelson Community College is professional and dedicated. The range of available information and personalized assistance provided at the Career Resource and Assessment Center is commendable. The Counseling Center uses an "accountability model" in developing the budget and planning that enables it to assess the quantity and quality of services and the effect of these services on students, college and the community. Having the Office of Career Planning and Placement, the Career Resource and Assessment Center, and the counselors located in close proximity encourages good working relationships among these related service areas. Thomas Nelson offers an impressive array of activities, including its special services for women, disabled students, community and high-school outreach programs, publications and workshops, and computerized resources for assisting students with resume writing and job searches. The activities of the career offices are understood by others at the college to play an important role in both recruitment and retention of students. The college also has been successful in obtaining outside funding support for new services, such as the recently developed Peninsula Employment Directory.

Issues and Recommendations

The task force is concerned that a recent reduction in personnel may have adverse effects on career services. The task force thinks that the Career Resource and Assessment Center should be staffed by a full-time professional. Attention should also be given to the lack of uniformity in cooperative education experiences. Because the program is decentralized, administration is inconsistent, and students lack a clear understanding of available opportunities. Although 40 percent of Thomas Nelson students attend classes at night, only minimal career counseling and career services are available to them. The task force thinks this problem should be addressed. Division heads need to more fully use the services available in the Career Center. Finally, the task force thinks that staff should devote more attention to identifying and cultivating relationships with area employers.

TIDEWATER COMMUNITY COLLEGE

Background

Tidewater Community College is a multi-campus institutions with campuses located in Virginia Beach, Chesapeake and Frederick. The campuses serve a district of over 1000 square miles. The Fall 1984 student enrollment was 14,585 (6,648 F.T.E.), with over 75 percent attending part-time.

Background of Programs and Services

Counselors have been assigned the career planning and counseling function at Tidewater Community College since it first opened. Career planning is just one of the services provided to students by the counselors. Placement services, including cooperative education, are a separate function under Student Services. Placement services are provided to current students, former students and graduates. In recent months the Frederick campus has assisted employees who were being laid off by the closing of the General Electric Plant in Portsmouth.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Available
Credential file service	/Available

Strengths

Career planning and placement staff at Tidewater Community College are involved in the community and have been responsive to local employment issues, such as providing services to laid-off workers. The career planning and placement informational resources are of high quality. The college has provided suitable facilities, especially at the Virginia Beach campus. Tidewater Community College has been successful in obtaining outside funding for career-related activities.

Issues and Recommendations

The multi-campus structure of Tidewater Community College poses certain challenges for delivering effective services to students at all sites. Nevertheless, the task force thinks that career planning and placement activities have focused too much on cooperative education, without adequate attention to, or coordination of, other aspects of career planning and placement. The college should pay particular attention to defining the purpose of and priorities for career services across the campuses. Given the high percentage of students enrolled in occupational/technical programs, it is particularly important that the college focus on students' career planning needs. Counselors should be allowed and encouraged to devote a significant portion of their time to these activities. In the past, career planning and placement has relied heavily on the cooperative education program for its visibility. If this program is reduced, the college must determine what will be the new strengths and focus of career services. The task force thinks that there needs to be greater coordination of effort, greater sharing of resources and a coordinated effort for the acquisition of career planning and placement materials among the three campuses. The comprehensive career center at the Virginia Beach campus should be advertised more fully throughout the three-campus system. Chesapeake and Frederick students should be referred there more often. More information on job openings and job development opportunities should be circulated throughout the three campus system.

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

Background

Virginia Highlands Community College is located in Abingdon, in southwest Virginia. The Fall 1984 student enrollment was 1,508 (916 F.T.E.), with nearly fifty percent part-time.

Background of Programs and Services

At Virginia Highlands Community College, career counseling is provided by two counselors through the academic divisions. Division personnel primarily engage in academic counseling, and one counselor is professionally trained to provide personal psychological counseling as time permits. The coordinator of student/alumni affairs has gradually accumulated numerous duties--assigning lockers, distributing caps and gowns, running the lost and found, organizing the annual picnic--along with his responsibility for providing placement services. Neither counselor works closely with the coordinator, who has limited awareness of the sorts of testing available in the divisions. The coordinator gathers data on graduates' employment on an annual basis. He does not analyze the data, instead passing it on to academic administrators. The deans, however, were unable to describe to the visiting team how they made use of this data to improve career planning and placement.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Available

Recommended Programs and Services

Services by alumni	/Limited
Experiential education	/Available
Computerized information systems	/Not Available
On-campus job interviews	/Available
Career days	/Available
Career courses	/Not Available
Credential file service	/Available

Strengths

The strengths in career services at Virginia Highlands Community College are personal rather than institutional or programatic. While the career planning and placement operation at Virginia Highlands Community College is not particularly sophisticated, staff, students and employers believe that services are satisfactory. People feel responsible for their own areas of interest due to an administrative willingness to delegate responsibilities. Each year a few more students use the placement service successfully; there are few complaints. The electronics faculty is particularly effective in placing its graduates. The coordinator of student and alumni affairs is pragmatic and resourceful.

Issues and Recommendations

While decentralization of responsibilities has been well accepted by all participants, the task force sees a need to increase the communication among people with related tasks. The college should also consider offering counseling or career planning activities, possibly through a career course.

VIRGINIA WESTERN COMMUNITY COLLEGE

Background

Virginia Western Community College is located in Roanoke. The Fall 1984 student enrollment was 5,572 (2,308 F.T.E.), with 73 percent part-time.

Background of Programs and Services

Career counseling has been available to students at Virginia Western Community College since its opening in 1966. Career counseling was originally offered through the Counseling Department. These initial services were augmented by a federal grant in 1972 to include a career information center for students enrolled in a special program for disadvantaged and handicapped students. In 1976-79 the college began to provide a range of career services to all students. In 1980, the college combined career counseling and placement into one office, and cooperative education was relinquished to the academic divisions.

Currently, career planning and placement services operate under the leadership of the career officer who reports to the coordinator of counseling. The career officer has other counseling duties such as student advising and academic counseling, social/personal counseling, and other administrative tasks assigned by the Coordinator. The career officer has a full-time secretary assigned to the Career Center; the college's other five counselors also have career counseling responsibilities. Career counseling and placement services are provided to all current students, former students and alumni. Student data available to the Career Center staff include student records, grades, high school records, and other transcripts, via computer terminals.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Limited

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Limited
Computerized information systems	/Available
On-campus job interviews	/Limited
Career days	/Available

Career courses	/Available
Credential file service	/Available

Other programs and services

Quarterly career planning and placement newsletter

Roanoke Valley Career Education Consortium computer guidance for all area schools and colleges

Strengths

The task force thinks that career planning services at Virginia Western Community College receive excellent support throughout the college. The college is to be commended for involving all students in career planning through course involvement and through career counseling services. The staff has demonstrated initiative in obtaining outside funding.

Issues and Recommendations

The task force thinks that Virginia Western Community College should strengthen several aspects of its career services. Few placement activities are sponsored; the task force encourages the college to examine this issue further. Opportunities for experiential learning should be developed.

Finally, the follow-up survey of students needs to be strengthened and conducted annually.

WYTHEVILLE COMMUNITY COLLEGE

Background

Wytheville Community College, located in Wytheville, began as a two-year branch college of Virginia Polytechnic Institute. Wytheville Community College became a member of Virginia Community College System in 1967. The Fall 1984 student enrollment was 1,584 (908 FTE), 56 percent of whom were part-time.

Background on Programs and Services

The primary function of the Wytheville Community College Placement Office is to provide assistance for students and alumni in career decision making, job preparation, and employment opportunities. From 1967-73 placement functions were secondary duties of counselors within the student affairs division. In 1973, Wytheville placed new emphasis on placement by giving a counselor the title of career education/job placement counselor. This individual's prime concern was career education and placement. In 1974-75, federal funds secured through a series of Title III grants began funding the education/placement counselor's position. These funds also provided secretarial assistance. In 1980 the career education/placement counselor's position became a state-funded position. One placement counselor, one part-time clerical assistant, and three work study students handle the career education/placement function at Wytheville.

Basic Programs and Services

Assessment aids	/Available
Career resource materials	/Available
Counseling	/Available
Follow-up studies	/Available
Job listings	/Available
Job-search workshops	/Available
Transfer information assistance	/Limited

Recommended Programs and Services

Services by alumni	/Not Available
Experiential education	/Available
Computerized information systems	/Not Available
On-campus job interviews	/Limited
Career days	/Not Available
Career courses	/Not Available
Credential file service	/Not Available

Strengths

Wytheville Community College has a group of qualified and dedicated placement professionals serving its students.

The staff has developed a helpful orientation and initial contact program for new students. A good publication that describes graduate competencies by program area was developed to assist employers in understanding the knowledge and skill competencies of WCC graduates. Strong community outreach to high schools and regional employers is evident at Wytheville Community College.

Issues and Recommendations

The task force thinks that Wytheville Community College should address several problem areas. The first is a need for increased emphasis on placement services and related activities. Even the outstanding effort and commitment on the part of the career planning and placement staff is not perceived by some faculty and administrators as adequate to meet the placement needs of students. Second, faculty awareness of career planning and placement services needs to be strengthened. Staff should improve communication with faculty and students about job openings. Third, the college should work to develop a more effective records-maintenance system to document the use of the career center. Although federal money allowed the college to expand career services, the college may now be relying too heavily on outside support.

APPENDIX 1

In the report the following abbreviations are used throughout.

CNC	Christopher Newport College
CVC	Clinch Valley College
JMU	James Madison University
GMU	George Mason University
LC	Longwood College
MWC	Mary Washington College
NSU	Norfolk State University
ODU	Old Dominion University
RU	Radford University
UVA	University of Virginia
VCU	Virginia Commonwealth University
VMI	Virginia Military Institute
VPI	Virginia Polytechnic Institute and State University
VSU	Virginia State University
W&M	The College of William and Mary

RBC	Richard Bland College
BRCC	Blue Ridge Community College
CVCC	Central Virginia Community College
DLCC	Dabney Lancaster Community College
DCC	Danville Community College
ESCC	Eastern Shore Community College
GCC	Germanna Community College
JSRCC	J. Sargeant Reynolds Community College
JTCC	John Tyler Community College
LFCC	Lord Fairfax Community College
MECC	Mountain Empire Community College
NRCC	New River Community College
NVCC	Northern Virginia Community College
PDCC	Paul D. Camp Community College
PHCC	Patrick Henry Community College
PVCC	Piedmont Virginia Community College
RCC	Rappahannock Community College
SVCC	Southside Virginia Community College
SWVCC	Southwest Virginia Community College
TNCC	Thomas Nelson Community College
TCC	Tidewater Community College
VHCC	Virginia Highlands Community College
VWCC	Virginia Western Community College
WCC	Wytheville Community College

APPENDIX 2

GUIDELINES FOR CONDUCTING INSTITUTIONAL SELF-STUDIES OF CAREER PLANNING AND PLACEMENT PROGRAMS FOR UNDERGRADUATES

The Council of Higher Education, as part of its responsibility to coordinate an effective and efficient system of higher education in Virginia, reviews academic programs in the state-supported colleges and universities to ensure that they are productive. Concurrently, the Commonwealth's Program Budgeting System charges all state agencies, including the institutions of higher education, with responsibility to ensure that state funds are producing intended results.

In extending its reviews to include assessments of the quality of selected academic programs and functions, the Council recognizes that Virginia's colleges and universities are the primary guarantors of quality. The assessment of quality, however, is not new to the Council and has always been a shared responsibility. In the past, state-wide task forces have evaluated programs in computer science, business administration, foreign languages, selected graduate programs in Schools of Education, and remedial or developmental activities offered by state-supported institutions of higher education. In consultation with its Instructional Programs Advisory Committee--made up of chief academic officers at the institutions--the Council has now decided to direct its attention to the efforts of institutions to provide undergraduates with high quality career planning and placement services. In this evaluation process, the individual institutions will continue to have primary responsibility for campus-level review and evaluation, while the Council's task force will focus on broad-scale program and function evaluations within a systemwide context.

The members of the Career Planning and Placement for Undergraduates Task Force are as follows:

Dr. Melvyn D. Schiavelli, Co-Chair
The College of William and Mary

Dr. Kathleen F. Slevin, Co-Chair
Council of Higher Education

Dr. Elaine P. Witty
Norfolk State University

Dr. Robert Greene
J. Sargeant Reynolds Community College

Dr. Gary G. Hammer
Christopher Newport College

Mr. Thomas A. Nardi
James Madison University

Dr. James H. Malone
Virginia Polytechnic Institute
and State University

Ms. Jean M. Yerian
Virginia Commonwealth University

Dr. Lawrence A. Simpson
University of Virginia

Mr. David Steinhauer
Tidewater Community College

Ms. Dinah Griggsby
U.S. General Accounting Office

Mr. James H. Wheaton
AT&T Communications

Mr. Lee C. Tait
C & P Telephone Company

Dr. Carolyn Wells
Longwood College

Dr. Jonathan Yoder
Council of Higher Education

The Self-study Process

To assist the task force in its deliberations, institutions will conduct self-studies of their career planning and placement activities during the 1985-86 academic year. This self-study should be an **institutional** evaluation of its own efforts in these areas, **not** an effort by the staff members of programs or their administrative superiors to present themselves in the best possible light. Therefore, the task force requests institutions to appoint self-study committees that include representatives from a variety of academic programs and perspectives, some of whom may be professionals in career planning and placement.

The task force expects to complete its report early in 1987. To do this, it intends to review the institutional self-studies, conduct site visits, and meet with institutional representatives, insofar as Task Force resources and time schedules permit. The task force, therefore, is required to establish a rigorous timetable for itself and for the institutions. Accordingly, March 28, 1986, has been identified as the deadline for submission of the institutional self-studies.

Information to be included in the Self-study Report

The Task Force on Career Planning and Placement Programs for Undergraduates has identified specific topics that should be included in the self-study reports. Information about the programs should be presented in terms of the 1984-85 academic year, although data for previous years (as well as projections) should be included to demonstrate trends or changes of activity in specific areas.

The following pages outline areas identified by the task force as important. In their self-studies, institutions are asked to provide data as well as evaluative analyses. Specific areas are identified for institutional review and comment in order to allow the task force to make comparative judgments. This does not imply that the task force is conducting an audit of institutional activities against established performance criteria that institutions are expected to meet. The task force recognizes that differing institutional missions and student clientele require diverse programs to meet career planning and placement needs. Therefore, the self-studies should analyze the strengths and weaknesses of programs within an institutional context. Data may be presented in narrative, tabular and/or graphic form as appropriate.

Describe and evaluate the general characteristics of your institution's activities, formal and informal, that are designed to help students with career planning and placement. Areas for consideration include:

- -- History of the program(s);
- -- Purpose of the program(s);
- -- Centrality to institutional mission;
- -- Organizational/administrative structure;
- -- Recent changes in emphasis;
- -- Program limitations (mandated or otherwise);
- -- Data management (access to student records, test scores, interests, job market data, computerization);
- -- Program costs (expressed as a percent of institutional budgets, including projections for the next six years, if possible).

Describe and evaluate specific elements of program activities, including:

- -- Career planning:
  - Individual and group counseling,
  - Career planning courses,
  - Special programs,
  - Career information center or library,
  - Graduate study information,
  - Other outreach activities.
- -- Placement:
  - On-campus recruiting,
  - Student/job referrals,
  - Credentials services,
  - Workshops and job search programs,
  - Student employment (cooperative education and other experimental programs, part-time and vacation employment, other).
- -- Special populations:
  - Liberal arts majors, minority students, women, disabled or handicapped persons, alumni seeking mid-career services.

Describe and evaluate the human resources available, including:

--Administrative Staff:
  - Number and classification (full-time and part-time, distribution by race and sex);
  - Job descriptions and resumes;
  - Salaries and averages (nine month, twelve month);
  - Degree levels;
  - Average length of employment at institution and related experience in the field;
  - Attrition (number of retirements and resignations in the last five years, employment status after leaving institution);
  - Professional affiliations and staff development activities;
  - Ratio of administrative staff to the number of students (FTE and headcount) in the institution;
  - Use of student and graduate assistants, peer advisors, interns, and other volunteers;

--Clerical staff:
  - Number of clerical and support staff;
  - Adequacy of clerical and support staff levels.

Describe undergraduate students served in terms of number and distribution by race, sex, class (Freshman, Sophomore, Junior, Senior) and major for:

-- Career planning assistance;
-- Placement assistance.

Describe and evaluate financial and other resources available for career planning and placement services for undergraduates, including:

-- Financial support (source and amount) for program(s) from the state, grants and contracts, or from private institutional funds;
-- Budget (percent allocated to administrative/support salaries, student wages, equipment, supplies, postage, printing, library, telephone, career resource materials, staff development, computer services, promotion/public relations, other);
-- Estimate total allocation (FTE and headcount) per undergraduate student enrolled;
-- Estimate total allocation per undergraduate served;
-- Contribution of computerization and other technologies to

service enhancement;
- Facilities (location, adequacy).

Describe and evaluate the relationships that your institution's career planning and placement service has with:

- Alumni;
- Employers;
- Faculty, staff, and administration of the institution;
- Parents of enrolled or prospective students;
- Other groups and individuals identified as significant.

Describe and evaluate activities designed to assess career planning and placement services for undergraduates, including:

- Institutional evaluation processes;
- Evaluations by students, employers, and faculty members;
- Follow-up/placement reports on former students/graduates (Provide a copy of the most recent report.)

Provide a concluding evaluative section in which you assess the significance of the strengths and weaknesses described above, given institutional objectives. Identify plans, if any, for significant changes as well as factors (budgetary constraints, policies) that inhibit changes in the desired directions.

Please submit fifteen copies of the self-study, along with any appropriate catalogs or brochures, by March 28, 1986, to: Dr. Kathleen F. Slevin, Council of Higher Education, James Monroe Building, 101 N. 14th Street, Richmond, Virginia 23219. Please feel free to contact Dr. Slevin (804) 225-2636 or Dr. Jonathan Yoder (804) 225-2635 if you have any questions.

APPENDIX 3

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
RICHLANDS, VIRGINIA 24641, TELEPHONE (703) 964-2555
OFFICE OF THE DEAN OF STUDENT SERVICES

August 7, 1987

Dr. Anne-Marie McCartan
Academic Programs Coordinator
State Council of Higher Education
101 North Fourteenth Street
Richmond, VA 23219

Dear Dr. McCartan:

We appreciate your letter of July 31, 1987, acknowledging that Southwest Virginia Community College does have available all basic services being reviewed by the task force. Specifically, those services are available in the areas of transfer information, job listings, career testing and follow-up studies. This letter is being provided as you suggested, regarding our response to Dr. Miller's memo of July 7, 1987.

We began by noting that our region's lack of employment opportunities, combined with citizen disinterest in relocating, has limited employers visiting "remote" southwest Virginia for either on-campus interviews or local career fairs. For those reasons, we have developed new strategies to promote student development-based opportunities, when traditional placement office models may not work. Specifically, we have developed a coordinated internship education effort in which 65 students worked with 17 employers in the first year of the program (1985-86). Also, during the past year, SVCC participated with five other regional colleges in a Bristol, Tennessee-based Career Day, which involved 35 major regional/national employers.

The point of this discussion is to emphasize the changing nature of job referral. Traditional placement offices may not meet the needs of rural community college graduates. SVCC is in transition. Additional efforts and services are needed, as you point out. More importantly, our student development efforts are to encourage students in developing job seeking skills and willingness to relocate. Further, the college seeks to support new job generation in its service area.

You may find it useful to consider the special strategies needed to foster job opportunities in economically depressed areas. The college's involvement in fostering "home grown" job development is in keeping with the Southwest Virginia Economic Development Commission's report to the governor, July 1, 1987.

Finally, SCHEV and the Committee may wish to consider including direct representatives from those rural, economically disadvantaged areas as committee members. Then, the "traditional" placement office concept which may be very effective in metropolitan areas or areas with limited unemployment, may be modified to reflect special conditions and circumstances. Further, the Southern Association of Colleges and Schools (SACS) utilizes a model for higher institutions as contrasted with four-year colleges and universities. Also, the final SACS report carries both recommendations and suggestions. It is interesting to note that the 1985 SACS Visiting Committee made no recommendations for improvement under Standard VII, Student Development; Standard VII includes the placement function.

Thank you for the opportunity to share an additional perspective.

Sincerely yours,

Armand M. Opitz

Armand M. Opitz
Dean of Student Development Services

AMO:rn
cc: Dr. King, Dr. Van Hook, Mr. DiPietro

NORTHERN VIRGINIA COMMUNITY COLLEGE

September 14, 1987

MEMORANDUM

TO: Dr. Melvyn D. Schiavelli/Dr. Kathleen F. Slevin
Co-Chairs, SCHEV Career Planning & Placement Task Force
(Attn: Dr. Ann Marie McCartan)

FROM: Max L. Bassett Max L. Bassett

SUBJECT: Institutional Response to the Report of the SCHEV Task Force on Career Planning & Placement

Thank you for providing Northern Virginia Community College an opportunity to review and respond to the SCHEV Task Force Report on Career Planning & Placement as it pertains to NVCC. By way of my memorandum of July 31, 1987 to Dr. Peg Miller, we provided comments and suggested corrrections to six areas of the draft report as it pertains to Northern Virginia Community College. It is my understanding that five of these have been accepted. I am addressing the sixth area in this memorandum.

The Task Force Report includes the following statement:

> "The Task Force believes that the Loudoun Campus should address the issue of the need for better communication and integration of responsibilities between job counselors and departments as they relate to job referrals and placement activities."

We have examined this recommendation and do not find in the SCHEV Report or in the NVCC Self-Study Report evidence or reason to single out this issue as a concern at the Loudoun Campus. Our self-study reflected the importance of close communications and integration of responsibilities between job counselors and the faculty. We agree that communications and integration of responsibilities between professional units should always be subject to fine tuning and improvement. However, we find no evidence that a problem exists at the Loudoun Campus in this regard that warrants specific recommendations singling out that campus. This recommendation is somewhat puzzling in light of our own self-study and does not seem to be documented in the Task Force report.

We appreciate the opportunity to review the draft report on Career Planning and Placement and hope that the comments which we have provided here are helpful to readers of this report.

cc: Dr. Ernst
Dr. Reynolds
Dr. Sartorius

ERIC Clearinghouse for Junior Colleges APR 01 1988

ACADEMIC AND STUDENT SERVICES, 4001 WAKEFIELD CHAPEL ROAD, ANNANDALE, VIRGINIA 22003, TELEPHONE 703/323-3195